DOCUMENT RESUME

ED 292 894 UD 025 657

TITLE	Comprehensive Dropout Prevention Plan.
INSTITUTION	Duval County Schools, Jacksonville, Fla.
PUB DATE	87
NOTE	128p.; For related document, see ED 277 792.
AVAILABLE FROM	Duval County Public Schools, 1701 Prudential Drive, Jacksonville, FL 32207 ($5.00).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Basic Skills; *Career Education; *Dropout Prevention; *Dropout Programs; *High Risk Students; High Schools; Junior High Schools; Low Achievement; Nontraditional Education; Parent Participation; School Business Relationship; School Community Relationship; Staff Role
IDENTIFIERS	*Duval County Public Schools FL

ABSTRACT

This Dropout Prevention Plan was designed for the Duval County Public Schools in Jacksonville, Florida. It provides for the identification of potential dropouts and various interventions to help reduce the dropout rate. Students who have been unsuccessful in the regular educational programs are targeted. Other goals are to develop the skills of staff who are involved with these students and to promote school partnerships with business and community organizations. The components of the program are the following: (1) a vocational program to retrieve dropouts; (2) programs to involve parents and interested citizens; (3) programs to form partnerships with businesses; (4) community involvement; (5) auxiliary services, such as those provided by health agencies; (6) early identification of potential dropouts; and (7) development of employability skills and career awareness. Several special populations are specifically targeted by the dropout prevention coordinator and staff. They are the following: (1) pregnant and parenting students; (2) substance abusers; (3) disruptive students; (4) truants; and (5) students who lack motivation. Budgets for the program are included. (VM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

pgms

G-22-87

COMPREHENSIVE DROPOUT PREVENTION PLAN

DUVAL COUNTY PUBLIC SCHOOLS
JACKSONVILLE, FLORIDA

ED292894

UD025657

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Maurice F. Thurman
Duval County Public Schools
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HERB A. SANG
SUPERINTENDENT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

DUVAL COUNTY PUBLIC SCHOOLS
JACKSONVILLE, FLORIDA

Herb A. Sang, Superintendent

SCHOOL BOARD MEMBERS

Jack Nooney, Chairman

Wendell C. Parker, Vice Chairman

Wendell P. Holmes, Jr.

Stan Jordan

Dr. Samuel P. Nesbitt

John W. Sutton

Harry J. Wagner

DIVISION OF INSTRUCTION

Charles H. Cline, PH.D., Assistant Superintendent

Maurice P. Shuman
General Director
Special Programs

Alice De Filippo
Supervisor
Instructional Design

COMPREHENSIVE DROPOUT PREVENTION PLAN
WRITING TEAM

Chairperson:	Alice De Filippo, Supervisor Instructional Design
Pat Ashley	Accountant, Budget Office
Lawanna Bell	Specialist, Full-Time Vocational Training Program
Margaret Carter	Coordinator, Competency Development Program
Diane Gillespie	General Director, Exceptional Student Education
John Holechek	Supervisor, Industrial Education
Herman Howard	Principal, Youth Development Programs
Laurel Kaden	Counselor, District Guidance Services
John Lumpkin	Principal, Darnell-Cookman
Bobby McDuffie	Principal, John E. Ford
Maurice Shuman	General Director, Special Programs

REVIEW COMMITTEE

Chairperson:	Charles H. Cline, Assistant Superintendent For Instruction
R. L. Ballew	Assistant Superintendent, Area IV
Fazil Dean	Assistant Superintendent, Area I
Alice De Filippo	Supervisor, Instructional Design
Diane Gillespie	General Director, Exceptional Student Education
Lewis Givens	Budget Director
Bobby Knight	Assistant Superintendent, Student Services
Ralph Patterson	Assistant Superintendent, Area II
Maurice Shuman	General Director, Special Programs
Alivn White	Assistant Superintendent, Area III

Superintendent's Cabinet

Table of Contents

I. Introduction

Overview..... 1
Philosophy..... 2
Background..... 3

II. General Components

Dropout Retrieval Activities..... 6
Parent /Community/Business Involvement..... 7
Coordination With Other Agencies..... 13
Early Identification of Potential Dropouts..... 16
Employability Skills and Career Awareness..... 24
Dropout Prevention Coordinator..... 27

III. Individual Program Descriptions

Dropout Retrieval Program..... 28
Educational Alternative Program..... 37
Teenage Parent Program..... 62
Substance Abuse Programs..... 70
Disciplinary Programs..... 79
Youth Services Programs..... 104

DROPOUT PREVENTION PLAN
Duval County Public Schools

I. Introduction

A. Overview

1. The Dropout Prevention Plan has been designed to provide continuity in the dropout prevention programs in Duval County Public Schools. Students who are identified as unsuccessful in the district's regular educational program due to failure, lack of motivation and interest, truancy, disruptive behavior, pregnancy, or substance abuse and addiction will be provided an educational program to meet their needs and prevent a dropout situation.

2. The dropout prevention programs are designed to provide students with instruction in the basic skills and career training to enable them to become productive members of the community. Depending on the individual program, students will be able to work toward a diploma or preparation for its equivalent.

3. The goals for the district's dropout prevention plan are

   a. To reduce the number of dropouts in the district.

   b. To identify and address the needs of all potential dropouts through innovative educational programs.

   c. To provide opportunities for staff involved in dropout prevention programs to develop skills for identifying needs of dropout students and developing appropriate techniques and instructional strategies for meeting those needs.

   d. To promote the coordination of the school district, businesses, community agencies, governmental agencies and parents in dropout prevention efforts.

4. For students who have been unable to meet promotional requirements in the basic instructional program, the Duval County Dropout Prevention Plan provides opportunity for achieving a measure of success and building competencies in not only the basic skills but also in the creative realms of art and music, athletic endeavors, and vocational education.

B. Philosophy

1. Every student is different in emotional, mental, and physical characteristics. Learning styles and rates vary with each individual. No single instructional method or program can meet the needs of all students.

2. Each person should have the opportunity to obtain learning experiences in an environment that is appropriate for the particular individual.

3. The instructional programs should be paced at a rate corresponding to students' individual needs. In addition, students should be provided opportunities to maximize their potential in a manner that is self-enhancing. Expectancy in the programs is related to capability; all students are perceived as being capable of learning.

4. The necessary guidance, education and services should be provided to encourage students to stay in school or reenter.

5. Students should be provided an environment in which they can learn to accept personal responsibility for their actions and well-being; improve their sense of self-worth; and become fully-functioning, happy, healthy, productive members of society.

6. Dropout prevention programs should coordinate efforts with the appropriate vocational programs, educational and governmental agencies, community services, parents, and students to maximize the possibility of success for each student.

C. Background

1. During the five year span from 1975-80, there was an average of 5.2 percent dropouts in grades seven through twelve in the Duval County Public Schools from August to June. This represents an average of 2497 dropouts per year. In 1978, the United States Bureau of Census reported an 11 percent national dropout rate for grades seven through twelve.

2. In response to this information, Phase I, the School Based Dropout Prevention Committee, was initiated in secondary schools during the 1981-82 school year. With the implementation of this program and others, the dropout rate from August to June in grades seven through twelve decreased during the years 1980-1985 to an average of 4.1 percent, or an average of 1839 students per year.

3. The increase of almost one percent between 1982-83 and 1983-84 school years prompted a Phase II study to identify and analyze why students were dropping out of school. A telephone survey was conducted. Of the 565 students contacted, 40 percent (225 students) gave progressive decline in academic performance as the reason they dropped out of school. Thirteen percent (72 students) gave school problems involving teachers, administrators, and/or students as the reason they left school.

4. The overwhelming factor in deciding to leave school as reported by the dropouts was a history of unsuccessful academic experiences, often beginning in elementary school. In addition, despite the fact that the dropouts verbalized other reasons for dropping out, family instability and dissolution were common underlying factors which led to dropout decisions.

5. Additional research included the following:

   a. An analysis was made of why certain schools appeared to be more successful than others in the prevention of student dropouts. Successful plans and ideas were gathered from those schools with good programs and shared with schools which needed improvement.

b. A profile was developed of each junior and senior high school, looking at mean test scores (SAT), family income levels, mobility rate, and black/white ratio. Inconsistent findings were revealed in three of the four areas. Published research work indicated a greater consistency than our study indicated.

(1) In the senior high schools, for example, it had been expected that within the grouping of lowest income/lowest test score schools, the highest dropout rate would occur. There were two schools that had the highest dropout percentages during the 1983-84 school year (13.9% and 13.8%) and fell into the lowest income/lowest test score category. However, the school with the lowest rate (3.4%) also was in the lowest income/lowest test score group.

(2) In addition, there were inconsistent findings in the comparison between student mobility rate and the dropout rate. The senior high school with the highest mobility rate (38%) had only the ninth highest dropout rate of 6.2 percent, and the school with the second highest mobility rate (36%) had the fifth highest dropout rate (7.8%). Further inconsistency can be noted in the school with the highest dropout rate (13.9%) whose mobility rate is third highest at 33 percent.

(3) There was inconsistency in the area of white/black ratio. The three senior high schools with the highest dropout rates had student populations nearest the 50/50 white/black ratio.

7. Since some discrepancies occurred in the objective data, it was concluded that other factors must be taken into consideration when evaluating an individual school's dropout rate.

8. Four subjective factors were noted in the analysis that were common to schools with low dropout rates, regardless of mean test scores, income levels, white/black ratio, or mobility rate. In all the schools with low dropout rates the following factors were cited as significant in keeping students in school.

   a. A high value placed on education by students and their families

   b. School pride

   c. Recognition of student achievement in all areas such as academics, athletics, school activities (This contributed to the building in students a positive attitude toward the school and themselves.)

   d. Dropout Prevention Committees that are active in providing ongoing and continuous services to identified potential dropouts, including personalized attention and one-to-one contact

   This information was shared with the schools.

9. During an interim review of the research, it was noted that as of the end of December 1985, in comparing August through December 1984 to the same period in 1985, there was a decrease in dropouts of 86.

10. This information prompted additional interest to collect appropriate data since during the same period of time, August through December 1983 compared to August through December 1984, there was an increase of 111 dropouts.

11. Based on knowledge gained through our research, Phase III, a vigorous district effort to provide dropout prevention activities is underway. These activities, described throughout this document, began with a slogan and logo contest in the secondary schools. Each school held a contest and the winning entries were submitted for a countywide contest that yielded a visible dropout prevention identification symbol.

II. General Components

A. Dropout Retrieval Activities

1. The Full-Time Vocational Training Program serves as a vehicle for dropout retrieval. This program is for students who are dropouts or who have been identified as potential school dropouts and wish to return to school or pursue a vocational training program. School dropouts are recruited into a vocational program. Potential dropouts are transferred into the program when the school level Dropout Prevention Committees make such a recommendation.

2. The purpose of the Full-Time Vocational Training Program (FTVTP) is to enable dropouts to return to school in a full day vocational program, receive GED preparation instruction, and placed on a job in a certain chosen field.

3. This program uses the existing vocational training facilities of the school district. The program offerings consist of 52 vocational programs ranging from A/C and Heating to Welding.

4. A more detailed description is included in the "Dropout Retrieval Program" section of this document.

B. Parent, Community, Business Involvement

When parents and community members become actively involved in the education process, students' attitudes improve and they become motivated to learn. Duval County's awareness of the importance of parents as partners in the education process and its commitment to community and business involvement is exemplified in the numerous educational activities offered through and for the community.

1. Education Is A Family Affair

"Education Is A Family Affair" open house programs each September give parents and interested citizens an opportunity to meet the teachers and to learn how they can assist their students at home by reinforcing classroom instruction. In addition, parents are provided with informational material regarding ways they can be involved in their students' education.

2. Business Partners in Education

a. The board of Business Partners in Education is a volunteer group which includes members of the business community, staff of the Chamber of Commerce and representatives of the Duval County Public School System. Under the board's direction, the program recruits businesses, pairs schools with businesses, trains the participants and supports the partners throughout the year.

b. The board is supported by an advisory board with five members: the president-elect of the Chamber of Commerce, the vice president of Community Development for the Chamber, the superintendent of the Duval County Public Schools, the chairman of the Duval County School Board, and a member at-large, usually from the business community.

c. After a business and a public school become partners, they begin to plan activities. A coordinator from the business and the school principal, or an appointed faculty member, are responsible for coordinating the plans of the partnership. Examples of partnership activities include:

(1) private tutoring

(2) training for teachers and administrators

(3) company tours and speakers provided to the school

(4) career counseling for potential dropouts

(5) incentive programs

3. Calendar of Skills for Grades K-6

The Calendar of Skills is designed to promote active parental involvement in education. The calendar contains daily "at-home" activities which reinforce skills taught in class. It also provides suggestions to parents for instilling positive study habits in their students at an early age.

4. A Calendar for Excellence for Grades 7-9

The Calendar for Excellence is designed to provide a monthly calendar of important school activities and hints for parents on ways to help their students. The calendar includes suggestions to parents for helping their students develop organizational skills, study habits, and a positive attitude toward school.

5. Parent Counseling and Resource Center (Chapter I)

a. The Chapter I Parent Counseling and Resource Center component provides parenting materials and training as well as community agency referral assistance. The center serves as a parent involvement model and demonstrates how parents can become effective partners in the education of their students.

b. Child-care and early childhood training is provided at the center for preschool children while parents participate in workshops and inservice activities.

6. Reading Educational Activities for Children at Home (REACH)

   a. The REACH program is designed to present positive parenting models, increase parental involvement in school-related activities, and encourage parent-child interaction to improve reading skills in the K-3 program. The program includes a series of video tapes which are used for demonstrating parenting skills and appropriate strategies for working with students at home; and a series of booklets which provide activities for parents to work with their students.

   b. This program has a tri-fold implementation purpose.

      (1) The district's primary education plan (PREP) will include REACH as an optional parent component.

      (2) Follow-through parent educators will be trained through the REACH tapes and then make home visits to train parents on how to work with students at home.

      (3) The Chapter I Parent Counseling and Resource Center will use the program as a component of the parent training workshops.

   c. Individual schools will have access to the tapes and booklets and may use them for parent training programs at the school.

7. Community Education

   a. A Homework Hotline telephone service, an after-school homework assistance program, extended day services, and special tutoring programs headline a long list of opportunities offered through the school system's Community Education Department.

b. There are over 50 schools designated as community resource centers. Some programs available to children and adults include health fairs, adult education classes, theater and art activities, adult and youth recreation programs, enrichment classes, varied social activities, summer day camps for youth, transportation services for disadvantaged senior citizens, a youth mediator program, joint recreation projects with the City of Jacksonville and voter registration services.

c. Skills for parents classes are offered in selected community schools to assist parents. Parents of students at risk of dropping out are encouraged to attend.

8. Homework Hotline

a. Every Monday through Thursday for three hours each evening, classroom teachers, operating from the school system's professional library, respond to phone calls from parents and students experiencing difficulty with homework assignments. There are an average of over 130 calls per night. The teachers do not give the students answers to the assignments, but "work through the problem" with students while explaining the skills involved in completing assignments.

b. The classroom teachers earn credit toward recertification or toward graduate degrees from three local universities by means of their participation in the program. The School Board covers the tuition fee for the course.

9. The Learning Hour

Educational programs are televised at 5:00 p.m. each day during the Duval County Public Schools' Learning Hour on Channel 7, WJCT. The programs include live homework assistance (Hotline Science, Hotline Math, Success Express), academic competitions, computer literacy, and other programs designated to educate and inform. One program is designed to help parents assist their students at home.

10. Parent Teacher Association (PTA)

a. Every public school in Duval County has the benefit of a PTA. The PTA, locally and at the county level, provides a strong link between the home and school, keeps parents informed of all pertinent issues relating to children, participates in the decision-making process of education, actively supports legislation benefitting children, and cooperates with community organizations and agencies to promote the welfare of students.

b. PTAs also provide volunteers for classrooms, libraries, and health rooms; sponsor fund raising projects to finance activities that benefit the school programs and students; and offer opportunities for leadership training.

c. Some activities the PTAs include are providing volunteers for the vision screening program, maintaining a PTA Family Blood Bank account, offering scholarship grants to several state universities and colleges, providing assistance to teachers in the classroom, and making available eye examinations and glasses for children from indigent families.

d. City judges, who have the option, court order parents of young offenders to attend parent group meetings and/or perform volunteer work at an assigned school.

11. Local School Advisory Councils

The Local School Advisory Council (LSAC) consists of parents, local community business leaders, interested citizens, and school board personnel. The LSAC works with the individual school to determine educational needs, establish priorities, plan the educational program, define goals, evaluate school effectiveness, and communicate with parents and the community.

12. School Volunteers

School volunteers are parents, grandparents, housewives, businessmen and businesswomen, retirees, college students, and others. They assist classroom teachers, help in the library, tutor in math or reading, tell stories, read to students, listen to students read, assist school personnel in performing non-teaching duties, and assist in art or music programs.

13. Steps to Student Success: Suggestions for Parents

This guide, developed by Guidance Services, is designed to provide suggestions to parents for responding positively to school situations and instilling the right attitude for learning in their students. Tips for encouraging school attendance, reinforcing homework assignments, promoting achievement, relating to teachers, and helping their students develop positive peer relationships are included in the guide.

14. Community Task Force

a. The Duval County Public School System is establishing a task force of business and industry people, Chamber of Commerce representatives, religious leaders and military representatives to support the dropout prevention efforts.

b. One of the goals of the task force will be to develop a mentor sponsorship for potential dropouts. A screened list of volunteers would be compiled and made available to schools as a reference. The screened volunteers would be paired with potential dropouts, based on interests, experiences, and expertise.

c. Another goal of this task force will be to provide financial support for a billboard and public service announcement campaign to advertise dropout prevention and instill community involvement.

15. Substance Abuse Prevention/Intervention

School Board personnel are involved with representatives from all segments of the community in planning and implementing the "Jacksonville Says No To Drugs" project. The schools have included activities in their Action Plans which support this project.

C. Coordination With Other Agencies

Parents and students are referred to appropriate agencies depending on their needs. The Florida Diagnostic and Learning Resources System compiled a guide of support services. This guide is available to schools as a reference. Specific coordination activities with other agencies are described as follows.

1. Substance Abuse Prevention/Intervention

   a. The Jacksonville City Council appointed an Advisory Commission on Alcohol and Drugs. A School Board member was placed on the Commission and the school district's supervisor of health education serves as a consultant to the Commission. The Commission identified areas of concern which need attention from our officials, citizens, businesses, and agencies. Raising the awareness level of the community concerning alcohol and drugs and their effects on students was the major concern addressed. A series of workshops are being planned and implemented.

   b. The supervisor of health education works with various community alcohol/drug agencies and organizations to plan programs and respond to students' needs.

2. Multi-agency Community Council

   This is a joint project between the Duval County School System and the Department of Health and Rehabilitative Services designed to:

   a. Provide a better system of identification of and follow-up on students who are experiencing home and school adjustment problems that may lead to dropping out of school.

   b. Provide a better system to identify and follow-up on high risk students who are receiving services from multiple agencies.

   c. Create a better networking system among agencies to avoid service duplication and loss of those students who fall through agency gaps.

d. Provide a uniform system for updating staff on new agencies or services where students who are experiencing home and/or school adjustment problems can receive assistance.

3. Court Liaison

Courts and other agencies are assisted by providing records or special information to aid in determining appropriate action for the student.

4. The Multiagency Junvenile Justice System Planning Council

Participants of this Council include department heads from the school system, the Department of Health and Rehabilitative Services (IV), the Sheriff's Office, the State Attorney's Office, the Juvenile Court Judges and alcohol, drug abuse and mental health provider agencies. Through monthly meetings this council coordinates such efforts as:

a. Sharing strategies among law enforcement, HRS, the courts and the school system to deal with truancy and delinquency prevention.

b. Establishing procedures for sharing records among agencies to provide the full range of information available to all agencies who are working with the student and family.

c. Identification of students with serious habital problems with delinquency and/or substance abuse and development of programs to work with these students.

5. The Mayor's Commission on Children and Youth

a. The school system is represented with other child serving agencies on the Mayor's Commission. Appointed by the Mayor with ratification of City Council, members of the council represent multiple facets of child advocacy throughout the city.

b. The Commission serves as a clearinghouse for information regarding programs and services available to children and youth and identifies gaps in support programs.

6. The Multiagency Network for Severely Emotionally Disturbed Students (SEDNET)

SEDNET is a regional project funded by the Florida Department of Education serving the school districts in HRS District IVA (Baker, Clay, Duval, Nassau counties) with Duval County Schools as fiscal agent. The four school districts with HRS IVA and agencies serving children with alcohol, drug abuse, and mental problems coordinate education, treatment and residential programs for severly disturbed children.

D. Early Identification of Potential Dropouts

The following district activities are components of the districtwide efforts of early identification of potential dropouts and intervention.

1. Individual Student Profile (ISP)

   a. The intent of the Individual Student Profile project is to provide for the early identification of students with problems which might cause the student to drop out of school. This identification is accomplished by profiling each student's needs through:

      (1) assessment of academic achievement and determination of deficiencies

      (2) consideration of the effect of health problems

      (3) observation of the impact of student development

   b. The program is currently in effect at all Duval County public schools housing students in grades 7 through 9.

2. Dropout Prevention Committee for Secondary Schools

   a. Each individual secondary school operates a Dropout Prevention Committee in an effort to prevent students from dropping out of school. The Dropout Prevention Program includes a committee consisting of the vice principal, occupational specialist, counselor, curriculum assistant, the person referring the student, and the parent. The purpose of the committee is to get information on potential dropouts, synthesize the findings into a meaningful pattern and recommend a course of action to assist the student in resolving problems. Examples of alternatives recommended may include such activities as tutorial programs, schedule or program changes, extensive counseling services, referral to other agencies and assistance with part-time employment.

   b. The counselors and /or the occupational specialists are primarily responsible for providing counseling services in specific cases as determined by the Dropout Prevention Committee. An Exit interview of all students dropping out of school is conducted by the vice principal.

3. Changing Attitudes Regarding Education (CARE)

   a. This program is designed to heighten elementary educators' awareness of students developing an attitude toward education not conducive to an ongoing learning process; and to intervene with such students.

   b. Each elementary school will establish a CARE team consisting of the following members:

      (1) principal

      (2) one classroom teacher

      (3) guidance counselor

      (4) referring classroom teacher

      (5) parent(s)

   c. The CARE team is responsible for reviewing referrals, proposing a plan of action for students referred, and monitoring student progress.

   d. Students referred to the CARE team become members of a special group called Project CARE. The purpose of this group is to help students care about education and make them aware that educators care about them. Ideas for intervention strategies to be used with Project CARE have been developed. The intervention strategies cover the scope of academic concerns, family concerns, health concerns, and interpersonal relationship concerns.

   e. In an effort to foster motivation and an overall positive attitude within a school and possibly prevent the need for individual intervention, incentive programs, motivational strategies and recognition programs are included in the CARE program.

4. Careline

   A telephone counseling service, offered by school psychologists and social workers, provides immediate assistance to students who are experiencing home and/or school adjustment problems that may contribute to a student's decision to drop out of school.

5. Teacher As Advisor Program

Students with academic or behavior problems are identified by teachers and assigned a teacher advisor whose responsibilities include: maintaining regular contact with student and parent, tracking students' progress toward promotion, mediating between home and classroom when appropriate, and serving as a liaison for the parents with the school. This program has been implemented in school under various designations.

6. Peer Counseling Program

This program uses established criteria such as attendance problems, grades, and behavior records to identify potential dropouts. These students are then paired with students who have received peer counseling training and are recommended by their teachers to be a volunteer peer counselor, under the supervision of certified school counselors.

7. Screening and Assessment through PREP

The Primary Education Program (PREP) provides for early screening and assessment of K-3 students. Students are screened and assessed to determine educational performance levels. The Education/Health Data forms provide specific information regarding students' educational and health needs. When necessary students are referred to exceptional student education services for evaluation. Parents and students are referred to appropriate community agencies if needed. Students are assigned preventive, developmental, or enrichment strategies based on screening and assessment results.

8. Compensatory Education Program

a. The Compensatory Education Program is designed to aid students who have fallen behind in their skills development in communications and mathematics. Learning for mastery is the instructional theory base. This approach emphasizes the increase of student time on task, relevance of work to specific student needs and a three stage model of teaching that includes directed instruction, reinforcement and enrichment activities. Students take diagnostic tests which are analyzed by teachers who then prescribe appropriate instruction for individual needs.

b. The Success Express television show objectives have been correlated to the teaching of skills in the classroom. Tapes of the programs are available for teachers to use in the classroom or during the Extended Day classes. The Extended Day program offers an additional three hours a week of instruction to students who need the additional time on task to achieve mastery learning of objectives.

c. Inherent in the Compensatory Education program is an intensive inservice plan for teachers, assistant (or vice) principals for curriculum and principals. The goal of this program is to move students to grade level competency as quickly as possible and thus help to prevent them from being discouraged and dropping out.

9. Competency Development Program (CDP)

a. The Competency Development Program is a non-graded program for students who are unable to meet promotional requirements in the standard school environment. These are students who have been retained more than once, are not eligible for exceptional education services, are disinterested in school, have a history of absenteeism and are older than students at the same grade level. These students are often potential dropouts.

b. The program is designed to provide students with basic skills in career training to enable them to become productive members of society. One major competency is designed to assist students in the development of job entry skills that will enable them to become employed.

c. Students do not earn standard curriculum credits. During the fourth and fifth years of the program, students are involved in GED preparation courses. These students will not earn a regular diploma or certificate of attendance. They will, however, have an opportunity to take the GED examination through the community college.

d. A detailed description of this program is provided in the "Educational Alternative Programs" section of this documemt.

10. In-School Suspension (ISSP)

a. The In-School Suspension Program is designed to provide an alternative to suspension or other disciplinary action for students committing an infraction of the Code of Student Conduct. There is evidence to support the contention that students suspended from school do little or nothing to maintain their academic studies. Many students suspended do not have parents at home to supervise their activities during the day; therefore, few students on suspension utilize their time constructively.

b. The ISSP can serve to keep many junior high school offenders of the Code of Student Conduct in school and provide them with a structured, closely supervised instructional environment. The intent of the program is to reinforce the premise that each student is entitled to an equal educational opportunity; however, this right must not infringe upon the rights of other students to an educational environment that provides maximum learning experiences.

11. Darnell-Cookmam Counseling Program

a. The counseling component of the Darnell-Cookman Counseling Center is designed to provide a counseling program for students who may have committed offenses which make them eligible for enrollment according to the rules and procedures of the Duval County School Board's Code of Student Conduct and any other applicable policy.

b. The center is designed to provide an environment in which the students can learn personal responsibility for their behavior and can improve the skills which affect their ability to learn, perform and make opportunities for themselves in life.

c. A detailed description of this program is included in the "Disciplinary Programs" section of this document.

d. As an alternative to placement of habitual truants in the Duval Detention Center, judges will have the option of court ordering students to attend the Darnell-Cookman Counseling Program.

12. Young Parents Program

a. The Young Parents Program is designed to continue the pregnant students' educational program while promoting medical and health care, parenting skills and potential self-worth.

b. Any Duval County Public School student who becomes pregnant is eligible. Each student must have a doctor's statement certifying that the student is pregnant.

c. A detailed description of this program is included in the "Teenage Programs" section of this document.

13. Intensive English Language Instruction

The program is designed to meet the needs of limited English proficient students. The needs of limited English proficient (LEP) students are often far greater than those of their peers, not only because of the language barrier, but because of cultural differences. To meet the needs of these LEP students, the Duval Countly Public School District has developed an Intensive English Language Instruction program. This program will provide LEP students with intensive training in English language proficiency so that they can successfully meet the pupil progression requirements of the district and will ensure that these students have an equal opportunity to receive an education.

14. Dropout Awareness Material for School Personnel

It is the intent of the district to provide resources to school personnel and Dropout Prevention Committee members which include a booklet of successful activities; negative experiences of students who have dropped out; production of a dropout video tape consisting of interviews with dropouts, for use in schools; production of a television program using former students; and development of a list of community resources and ways that they might be called upon to help potential dropouts stay in school.

15. Optional Seventh Period Class

Students are offered an optional seventh period class as a means for obtaining additional credit or making up credits.

16. Inservice Programs

In an effort to make personnel more aware of and sensitive to the needs of potential dropout students as well as develop skills for assisting these students, an inservice design is being developed which will include the following components.

a. Problem-solving skills

b. Communication skills to improve self-esteem of students and parents

c. Discipline techniques

d. Relating to students in a positive way

17. Substance Abuse Prevention/Intervention Programs

a. A substance abuse prevention/intervention team has been trained for each school. This was a five-day training session designed to meet the specific needs of Duval County students. The first three days were instructional. The last two days the participants were involved in writing an Action Plan for their school. These plans include prevention activities, a system for early identification and intervention with students suspected of alcohol/drug use, and a support system for students returning from the school system's Darnell-Cookman Counseling Center, Substance Abuse Counseling Pilot Program, or from a treatment program. A support group for students from homes with a chemically dependent person will also be provided.

b. Additional opportunities for students needing treatment for substance abuse are described in the "Substance Abuse Programs" section of this document.

18. Summer School

Summer school programs are an integral part of the long-range plan to effect significant increases in the educational achievement of students in Duval County. A variety of programs are offered for promotion or credit instruction which meet specific needs of students.

19. Special Interest Schools

a. Jacksonville students have added opportunities for expanded educational horizons through three schools that focus on specific talents and interest areas. Stanton College Preparatory School provides students in grades 7 through 12 an intensive and accelerated academic program designed to capitalize on the exceptional abilities of students.

b. The School of the Arts serves students in grades 8 through 11 who have a special interest in career preparation for dance, music, theater, or the visual arts. These students take standard and advanced level academic courses along with instruction in a selected area of the arts.

c. The Marine Science Center, operating under the auspices of Mayport Junior High School, provides elementary and junior high students field trip and short course experiences in marine nature studies.

20. Exceptional Student Education

a. Specialized instruction for the physically, intellectually, and emotionally handicapped students who have special needs receive every opportunity to become participating and contributing members of today's society. The unique talents and capabilities of intellectually gifted students are challenged in special programs.

b. Carefully tailored instructional programs provide reduced pupil-teacher ratios; specially trained teachers; and adapted curriculum, methods, and materials. Programs include therapeutic, corrective, and support services needed to help exceptional students learn.

21. Migrant Education Dropout Prevention Component (ECIA Chapter I)

A Home Tutorial program is provided to migrant students. Students are tutored two days a week after school for a minimum of 30 minutes per session. Tutoring is provided in the basic skills and in study skills. Teacher tutors work with parents and students.

E. Employability Skills and Career Awareness Activities

Duval County is committed to developing students' skills in all areas so they can become contributing community members. Various employability skills and career awareness opportunities are provided for students.

1. Vocational Education

Specialized job preparatory classes are available in the fields of agriculture, business, diversified, health occupations, home economics, industrial and marketing. These classes are held at the comprehensive high schools and the skills centers. Cooperative education, on-the-job training, programs are available to students during their junior and senior years.

2. Dropout Recruitment Program

a. The purpose of the Dropout Recruitment Program is to enable a student who has dropped out of school to return to school in a full day vocational program, to be trained and placed on a job in a field of his/her choice.

b. This training is received from a skills center, a vocational high school or comprehensive high school. The student will not be seeking a standard high school diploma; however, GED preparation opportunities are offered. The student's attendance, behavior and progress will be evaluated in the same manner as other students in the school. The length of time spent in the program will depend upon the student's attendance, application and the quality and quantity of skills learned. Most students will attend class for the full day, but other schedules are arranged as necessary.

c. After satisfactory completion of the trade program, the student is eligible for the Industrial/Cooperative Education Program where he/she is placed on the job.

d. A detailed description of this program is included in the "Dropout Retrieval Program" section of this document.

3. JTPA Dropout Recruiter (Job Training Partnership Act)

This program is designed to work with about 75 students currently enrolled in the Duval County Dropout Program. A specialist will arrange for economic verification for each participant through the Private Industry Council. Once the participants have been determined eligible for the JTPA program, the specialist will keep and maintain Federal records and files on each participant. The JTPA Dropout specialist will arrange for job placement through vocational placement specialists after the participants are job ready. The emphasis of this program is to keep participants in school until they receive enough training to actually be job ready. As part of the counseling services offered, the JTPA specialist will make home visits, meet parents and acquire a working knowledge of the participants' individual problems.

4. JTPA Summer Academic/Work Program

This program is provided for economically disadvantaged youths who will work in the Jacksonville Summer Youth Program and who are currently enrolled in the school system. This program will provide these students with an opportunity to earn academic credit in summer school to help themselves and their families. Students will attend school four hours per day and work four hours per day for 38 days during the summer. This program will be housed at each skill center and other facilities as needed. Academic and vocational classes will be conducted. Students will first take any class which was failed, and then be scheduled into basic skills classes (1/2 math and 1/2 language arts), General Math, Reading I or II, and Introduction to Social Studies. The program is jointly funded through a grant from the Private Industry Council.

5. Competency Development Program

a. The Competency Development Program (CDP) is for elementary and secondary students who have been retained more than once and are not eligible for exceptional student education services. This program does not lead to a diploma; however, GED preparation opportunities are offered.

b. In the elementary CDP and the first two years of secondary CDP instructional emphasis is placed on basic skills and career awareness. Students entering the third year of the six-year secondary Competency Development Program will have selected a desired vocational field. Students are mainstreamed into the regular career training classes provided for tenth grade students at the comprehensive high school or skills centers. This will afford them an additional year to become job proficient. Two hours will be spent in basic skills classes.

c. In years four and five of secondary CDP, in addition to their vocational classes, students will take a two-hour study block for preparation toward a GED.

d. In the final year of secondary CDP, students have three vocational options.

(1) The student may work as a full-time employee for the entire year under specified conditions.
(2) The student may work one-half day for on-the-job training while continuing with basic skills classes the other portion of the day under specified conditions.
(3) The student will continue in career education training and basic skills classes under specified conditions.

e. A detailed description of these options are included in the "Educational Alternative Program" section of this document.

6. John E. Ford Career Center

The John E. Ford Career Center is designed to provide intervention for students who are disruptive in the traditional school environment. The general target population consists of students who either have a history of distruptive behavior in shcool or who have committed offenses which may warrant expulsion according to the district's Code of Student Conduct or who are status offenders and juvenile justice offenders. After much counseling and assessment, students are enrolled in vocational programs which match their interests. A detailed description of this program is included in the "Disciplinary Programs" section of this document.

F. Assignment of a Dropout Prevention Coordinator

The district is committed to dropout prevention. The General Director for Special Programs of Instruction has been designated as the dropout prevention coordinator for the Duval County Public Schools.

DROPOUT RETRIEVAL PROGRAM

(FULL-TIME VOCATINAL TRAINING PROGRAM)

FULL-TIME VOCATIONAL TRAINING PROGRAM

This program is for students who are school dropouts or who have been identified as potential school dropouts and wish to return to school or pursue a vocational training program. School dropouts are recruited back into a vocational program. Potential dropouts are transferred into the program when the school level Dropout Prevention Committees make such a recommendation. Exceptional students recommended for the program receive specialized counseling and evaluation services to assure appropriate eductional programming. Once students are entered into the program by one of these means, they participate in a vocational program for at least four hours per day and academic GED preparation for at least one hour per day. At the end of approximately two years of instruction, students are trained in a vocational skill and prepared to take the GED examination.

The purpose of the Full-Time Vocational Training Program (FTVTP) is to enable dropouts to return to school in a full day vocational program, receive GED preparation instruction, and placed on a job in a certain chosen field.

The training will be received from a skills center, vocational high school or comprehensive high school. Even though the student will not be seeking a standard high school diploma, he/she will earn a vocational certificate upon program completion. Therefore the student's attendance, behavior, and progress will be evaluated in the same manner as other students in the school. The length of time spent in the program will depend on the student's attendance, hard work, and quality and quantity of skills which have been learned. Most students will attend class for the full day but other schedules may be arranged as necessary.

After satisfactory completion of the trade program, the student will be eligible for the Industrial Cooperative Education program where he/she will be placed on a job.

Since this program is funded through vocational education, special funding through the Dropout Prevention Act is not requested at this time. This program is included to provide a detailed description of the district's dropout retrieval activities.

I. Full-Time Vocational Training Program

A. Goals and Objecitves

1. Goals

a. To provide an educational program that will lead to a high school diploma equivalent for those students who have dropped out of school or have been identified as potential dropouts.

b. To develop marketable skills in former and potential dropouts

c. To make an impact upon the numbers of students dropping out of school

d. To increase the retention rate of dropouts recruited back into school

2. Objectives

a. An academic component curriculum guide will be developed for GED preparation to be used with students participating in the program.

b. Upon completion of the program over 30% of the students will demonstrate a marketable skill by being placed on a job related to their vocational training.

c. The overall district dropout rate will be reduced by 100 students.

d. Over 30% of the students entering the Full-Time Vocational Training Program will remain in the program until completion.

B. Specific Student Eligibility Criteria

1. The student's age must be between 16 and 19 years, two months.

2. The student must be a resident of Duval County

3. The student must be officially withdrawn from grades K-12 or approved by the district level screening committee.

4. The student has not been withdrawn for a Class III violation of the Code of Student Conduct.

5. The student does not possess a high school diploma or GED.

C. Student Admission Procedures

1. Students are identified through the student data base or by the secondary school Dropout Prevention Committee. Students are notified to arrange for an assessment at one of the district assessment centers. They are then enrolled in the appropriate program based upon the assessment results and the availability of that program.

2. Enrollment procedures follow the normal enrollment for students entering school. However, some students are approved for transfer without actually withdrawing, by action of the district level screening committee. The committee composition consists of a representative of the Full-Time Vocational Training Program, a skills center vice principal, an occupational specialist, a school psychologist, a school guidance counselor, and a school social worker. Students entering through the transfer procedure are students identified by each individual school's Dropout Prevention Committee that have implemented all strategies at that level within the school's capabilities. In essence, the FTVTP becomes a "safety net" for these students.

3. Enrollment forms used for admission of students into the program are attached. Students transferring through the district screening committee will have documentation of intervention strategies, parental conferences and the waiver of diploma eligibility in addition to the attached forms.

4. Parents of students are involved from the initial contact by representatives of the FTVTP, by telephone and numerous conferences concerning the actions desired to be taken on the student's behalf. Parents are encouraged to be present during the screening process, assessment and initial enrollment into the vocational program. Parents are also encouraged to visit with the student's vocational teacher to discuss career goals and other pertinent information. Occasionally students will encounter difficulties along the way as they progress through the program. Parents are involved throughout the program to assist in resolving these difficulties.

5. Chart #1 graphically depicts the admission, advancement, and exit from the program.

D. Program Operating Procedures

1. The Full-Time Vocational Training Program uses the existing vocational training facilities of the school district, regardless of location. These facilities are used by the regular program and student's participating in FTVTP are mainstreamed. Program offerings consist of 52 vocational programs ranging from A/C and Heating to Welding in the Business, home economics, industrial and health areas. Students successful in completing any of these programs will be awarded a vocational certificate as any other student. These certificates list the competencies attained by the student while in the program.

2. The staff of FTVTP consists of three Outreach Recruiters. Their responsibilities include contacting dropouts and potential dropouts, counseling these students, preparing admission packets, involving parents, monitoring the progress of students while in the program and following up on program completers. The organizational structure is shown on Chart #2.

3. Curriculum used by the FTVTP is contained in each program's Curriculum Framework and Student Performance Standards. Since these students are mainstreamed, the curriculum is identical to that of a regular student in the vocational skills program. This program consists of an academic component which develops the students basic skills. This academic component is delivered through a variety of methods, the most common being the Individual Manpower Training System (IMTS).

4. These students are in the vocational class for three to five hours per day, depending upon the individual needs of the students. Within the scheduling structure of this district, there is a break of approximately one hour and thirty minutes between sessions of the vocational classes. During this break, the FTVTP students are involved in the academic component of the program for approximately one our and ten minutes. Class size for the vocational program and the academic component does not exceed 25 students, with the majority of the students being regular vocational students. However, the academic component is exclusively FTVTP students.

5. At the present time, there have been no special teaching strategies developed for this program since it is incorporated within the regular vocational training. However, the academic component utilizes the IMTS method for the academic component.

6. A new addition to the academic program will be the use of Computer Assisted Instruction for GED preparation. Afunding source has been identified and it is hopeful that the software and hardware will be in use by January 1987.

7. Grade levels of students eligible for this program range from grades seven through twelve that have been identified as "high risk" students.

8. Guidance services as well as the services provided by the Outreach Recruiters and program managers are available for these students. A multi-agency approach has been utilized in this program, when such additional services are required by the students or their situation.

9. FTVTP is located at the three skills centers in district as well as other locations as necessary. Programs are identified as close to the student's residence as feasible when transportation is critical. However, students may attend the location of their choice, if the program is offered at many locations.

E. Qualifications of Program Personnel

The teachers who hold the position of Outreach Recruiter should be sensitive and possess "people skills" to be successful. However, it is difficult to assess these traits through present employment procedures and hiring practices, though every effort is made to seek this type of individual.

F. Staff Development Activities

1. Preplanning inservice orientation on the implementation of the Full-Time Vocational Training Program

2. State level workshop on Outreach Recruiting Procedures

3. Inservice on Information Management Systems

4. Inservice on student motivation

5. Local level workshops on instructional strategies and reality therapy for disadvantaged students

6. Teacher inservice on substance abuse

G. Evaluation Procedures

1. Develop a curriculum guide for the academic component of the Full-Time Vocational Training Program.

2. Conduct placement and follow-up activities to determine job placement of FTVTP completers.

3. Analyze enrollment statistics to determine reduction in the number of dropouts.

4. Compare numbers of students entering the program with the number of students remaining for program completion to determine the retention rate percentage.

H. Projected Budget

No funding is requested through the Dropout Prevention Act. General funding is generated through vocational FTE funds. Outreach Recruiters positions are funded by a grant through the Carl Perkins Act.

I. Parent/Community/Business Involvement Activities

1. Community agencies, such as Riverhouse, HRS, Baptist Boys' Home, Boys' Home Association, and other social agencies serve as a referral source for this program.

2. Parents are involved in the admission counseling procedures.

3. This program has an established advisory committee with representatives from local businesses, community agencies and parents of present or former dropouts. It is the responsibility of this advisory committee to assess program successes and recommend program improvements.

J. Employability Skills and Career Awareness Activities

Each vocational program has, as a component of its curriculum, a unit on employability skills and career awareness activities. These activities are described within the Curriculum Frameworks and Student Performance Standards for each program.

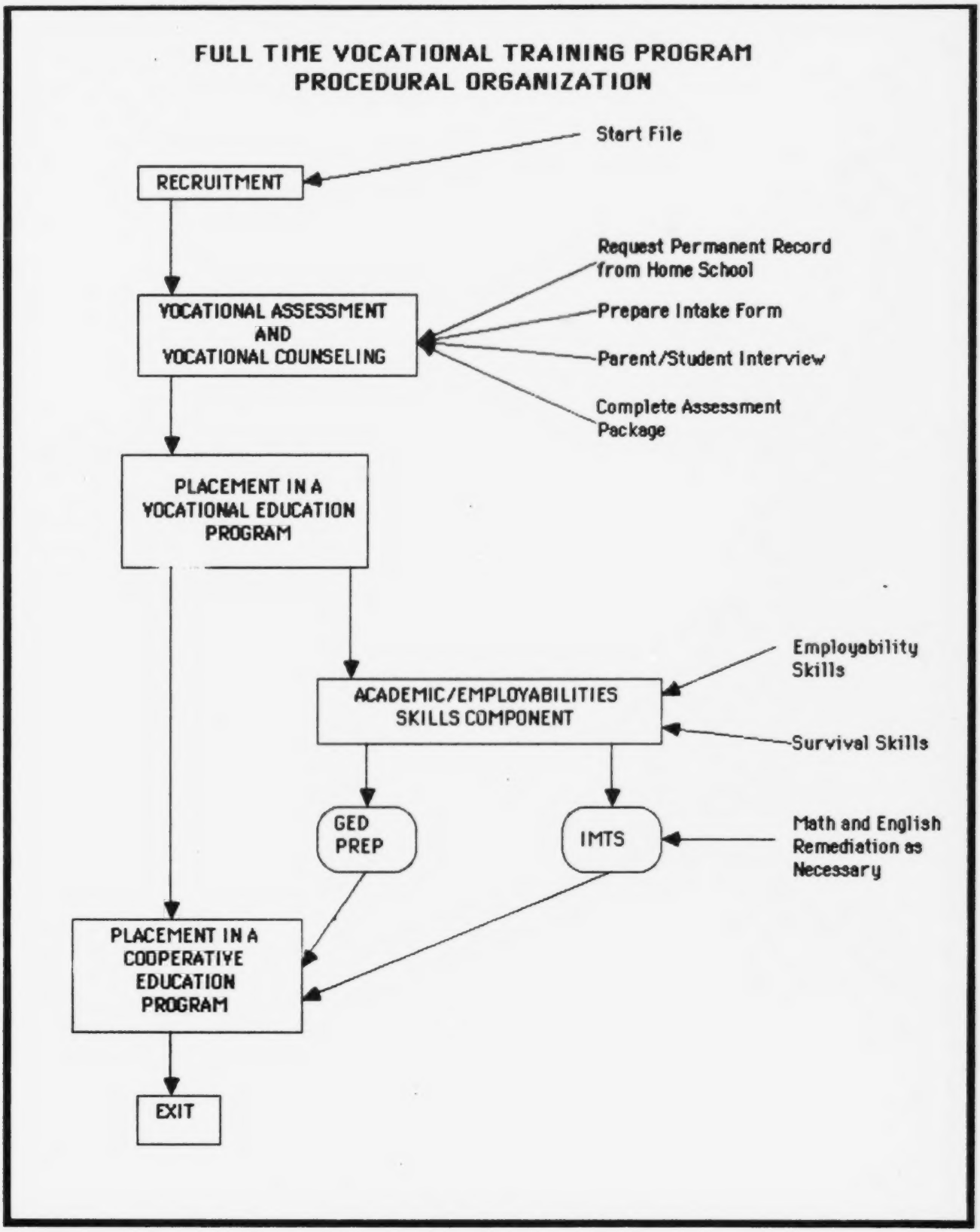
FULL TIME VOCATIONAL TRAINING PROGRAM
PROCEDURAL ORGANIZATION
Start File
RECRUITMENT
Request Permanent Record from Home School
Prepare Intake Form
Parent/Student Interview
Complete Assessment Package
VOCATIONAL ASSESSMENT AND VOCATIONAL COUNSELING
PLACEMENT IN A VOCATIONAL EDUCATION PROGRAM
Employability Skills
Survival Skills
ACADEMIC/EMPLOYABILITIES SKILLS COMPONENT
GED PREP
IMTS
Math and English Remediation as Necessary
PLACEMENT IN A COOPERATIVE EDUCATION PROGRAM
EXIT

CHART #1

ORGANIZATIONAL CHART
OF THE
FULL TIME VOCATIONAL TRAINING PROGRAM

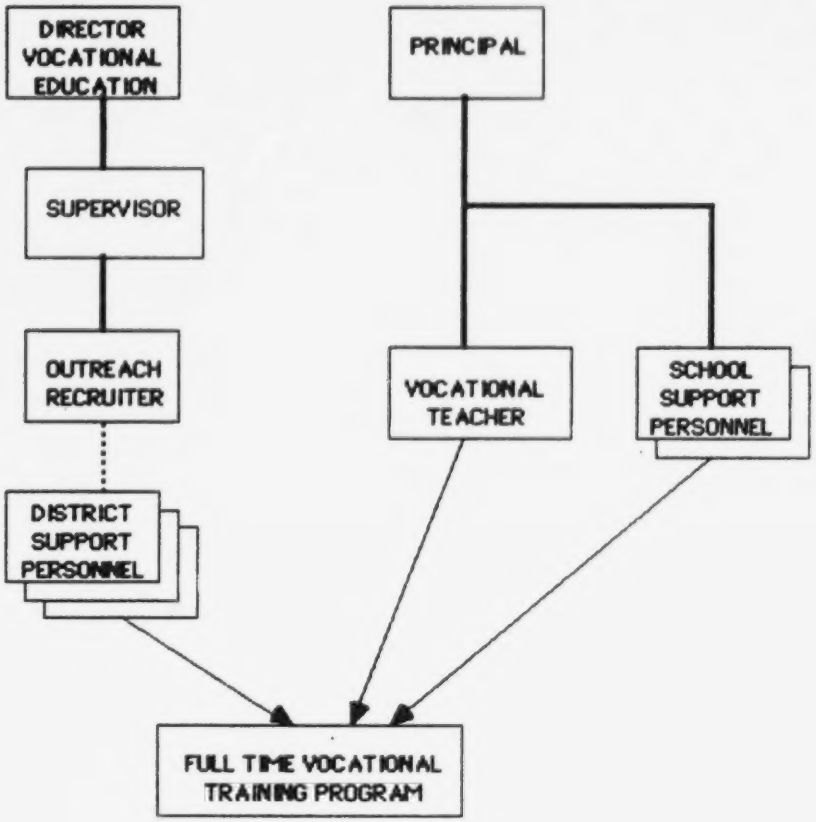

CHART #2

EDUCATIONAL ALTERNATIVE PROGRAM

(COMPETENCY DEVELOPMENT PROGRAM)

COMPETENCY DEVELOPMENT PROGRAM

The purpose of the Competency Development Program is to provide an educational alternative to students who have been unsuccessful in a traditional school setting.

Targeted students for the Competency Development Program are those who are disruptive, disinterested, poorly motivated, underachieving and/or unable to adjust to traditional structure and teaching methods. Teachers in the program should be capable, caring, and committed to program goals. They should exhibit strong classroom management skills, a genuine interest in children, patience, and flexibility. Important elements of the Competency Development Program are a low student/teacher ratio, diagnosis of functional levels and placement of students, and a high degree of individualized instruction. High interest/low level instructional materials and consumable workbooks are utilized to reinforce basic skills, and vocational awareness activities help students to select career training areas. The counseling component provides individual and group counseling of students, and a series of inservice workshops provides teachers and staff with ongoing specialized training.

Upon completion of this program students will receive a Certificate of Competency in a specific vocation and will be provided the option to take the GED examination.

II. The Competency Development Program

A. Objectives

1. Program Objectives

Objectives for the Competency Development Program fall into two categories, that is, program objectives and student objectives. Program objectives concentrate on completion of all required forms and documents for the Competency Development Program, and on the employment of instructional procedures that are consistent with the program model described herein. The following are the two program objectives for the Competency Development Program:

a. Competency Development Program teachers and staff will complete all required forms and documentation in accordance with program guidelines.

b. Competency Development Program teachers and staff will employ instructional procedures that are consistent with the program model.

2. Student Objectives for Secondary Students

Student objectives concentrate on improved perceptions of self and the educational environment, improved attendance, improved behavior, and successful performance ratings in the curricular areas of mathematics and communications. The following are five student objectives for the Competency Development Program:

a. Students who participate in the Competency Development Program will display improved attendance as measured by comparing their average daily attendance for the current school year to their average daily attendance for the previous school year.

b. Students who participate in the Competency Development Program will display improved perceptions of self and the instructional environment as measured by pre- and post- administrations of an attitude/feeling inventory.

c. Students who participate in the Competency Development Program will display improved behavior as evidenced by committing fewer student conduct code violations during the current school year than were committed during the previous school year.

d. At least eighty percent (80%) of the students who participate in the Competency Development Program will obtain a final performance rating of S (i.e., Successful Performance) in the area of mathematics.

e. At least eighty percent (80%) of the students who participated on the Competency Development Program will obtain a final performance rating of S (i.e., Successful Performance) in the area of communications.

3. Students objectives for elementary students

a. Students will display improved perceptions of self and of their ECDP class as measured by an attitude/feeling inventory.

b. Eighty percent (80%) of the ECDP students will pass the Essential Skills Reading Test* when administered at their functioning level.

c. Eighty percent (80%) of the ECDP students will pass the Essential Skills Mathematics Test* when administered at their functioning level.

* The Essential Skills Reading and Mathematics Tests are district developed criterion reference tests used as an assessment in determining promotional status of students in the Basic Education program.

B. Specific Student Eligibility Criteria

1. Eligibility Criteria for Secondary Students

Students who are eligible must meet all of the following criteria and at least five of the six behaviors under c. c(1) will be one of the five behaviors.

a. The student has been unable to meet promotional requirements as determined by the school staff and has been retained two or more years. Retention may have occurred at any time during the student's school experience and need not be consecutive.

b. The student is not eligible for Exceptional Student Education under the classification Educable Mentally Handicapped, Specific Learning Disability or Emotionally Handicapped. This exclusion rule also applies to students who have been found eligible for EMH, SLD, or EH but are not being served because of denial of parental permission or other reasons. ALL STUDENTS MUST BE SCREENED FOR EXCEPTIONAL EDUCATION PRIOR TO PLACEMENT IN THIS PROGRAM.

c. The student has been recommended by the school staff due to unsatisfactory academic progress, and the effort to provide assistance is either rejected or is ineffective as indicated by the following behaviors:

(1) THE STUDENT HAVING SCORED AT OR BELOW THE 24%ILE ON THE S.A.T. READING COMPREHENSION SUBTEST (In the absence of an S.A.T. score, the student will wait until the next administration of the test or will be administered the appropriate level of the Comprehensive Test of Basic Skills);

(2) the student having shown failing grades in current academic activities;

(3) the student having been less self-directed than other students as indicated by inability to complete assignments independently;

(4) the student being older than other students at the same grade level;

(5) the student having a documented record of frequent absenteeism; or

(6) the student having a documented history of having had remedial help and counseling through such program services as ECIA, Chapter I, summer school, and compensatory education.

2. Eligibility Criteria For Elementary Students

A student is classified eligible for the Elementary Competency Development Program based on all of the following entrance criteria:

a. The student has repeated one year or more and, according to the Pupil Progression Plan, is recommended to repeat again (not necessarily consecutive years).

b. Students must be screened for Exceptional Student Education prior to placement in the Elementary Competency Development Program. If the student is not eligible for Exceptional Student Education (EMH, SLD, EH/Self-Contained or Resource), they are then eligible for the Elementary Competency Development Program. It should be noted that students found eligible for Exceptional Student Education, but who are not being served because of denial of parental permission or other reasons, are not eligible for this program. Students who are eligible for Speech and Hearing in the Exceptional Student Education Program are eligible for Elementary Competency Development Program.

c. If an exceptional education student is reassessed and found ineligible for Exceptional Student Education services, the student may be considered for this program after being mainstreamed in regular education for a period of approximately 45 days.

d. The student's placement into the Elementary Competency Development Program is determined by the school-based review committee (classroom teacher, Elementary Competency Development teacher, principal, counselor, and primary resource teacher, when applicable).

C. Student Admissions Procecdures

1. Student Admissions Procedures For Secondary Students

a. Each school should determine eligibility of students for the Compentency Development Program using an interdisciplinary team approach. The team should include

(1) the homeroom teacher and/or other teachers as needed,

(2) the guidance counselor,

(3) the occupational specialist,

(4) the principal or designee, and

(5) the assistant principal of curriculum.

b. A student may be referred for the Competency Development Program by

(1) the homeroom teacher or any teacher with whom the student has a class,

(2) the guidance counselor,

(3) the administrator,

(4) the parent, or

(5) the student himself.

Referral may be made to the principal or his/her designee.

c. The interdisciplinary team meets to review referrals for the Competency Development Program. The team should review the student's retention record, grades, class participation, achievement test scores, referrals for suspension or other disciplinary action, rate of absences, eligibility for Exceptional Student Education, previous school placement, and other relevant information.

d. The interdisciplinary team should consider several options when reviewing referrals to CDP including

(1) scheduling the student in different classes in the standard program,

(2) counseling,

(3) referral to the Child Study Team, and

(4) CDP class placement.

e. Recommendations resulting from the interdisciplinary team meeting shall be recorded on the referral form. Each member of the team signs the form.

f. The guidance counselor confers with the student and the parents regarding recommendations made by the interdisciplinary team. If the student is recommended for the Competency Development Program, both the student and the parents must be counseled regarding the intent of the program and requirements for entering and remaining in the program. It is especially important that both the student and the parents understand that, upon successful completion of the program, the student will receive a Certificate of Competency rather than a regular high shcool diploma.

g. The parents must give written permission before the student can be admitted into the competency Development Program.

h. After the student has been found eligible for the Competency Development Program following the procedures described, the school should determine placement using these criteria:

(1) If the student is 14 or will become 14 during the school year, the student should be placed in Level I.

(2) If the student is 15 or will become 15 during the school year the student should be placed in Level II.

(3) If the student is 16 or will become 16 during the school year, the student should be placed in Level III. Students who are to be placed directly in Level III must also select a vocational training program.

i. Students eligible for the Competency Development Program may be articulated into Level I or Level II only during the first 10 days of each semester. Students eligible for Level III are articulated into the program at the beginning of each school year. Students who are already enrolled in their career training programs may enter the Competency Development Program at the beginning of the second semester on a space-available basis, provided all eligibility criteria are met.

j. Each school should identify students as they become eligible for the Competency Development Program throughout the school year. The majority of eligible students should be identified in the spring to begin the program the following school year. Students who are identified for placement must have a completed referral form, signed by the interdisciplinary committee, and signed parental permission prior to placement in a program.

2. Student Admissions Procedures for Elementary Students

a. The following information will be repeated to the school-based review committee to discuss referrals and recommend appropriate placement or options:

(1) Record of student's academic progress which includes: retention record, chronological age, grades, test scores, class work, and results of additional educational assessments conducted by the counselor and/or PRT. (These may include the Woodcock, Key Math, WRAT, or Santa clara.)

(2) Record of disciplinary referrals, absences, results of a standardized behavior rating scale, when applicable, and report of class participation and interest.

(3) Documentation of more than one intervention strategy relevant to reason for referral.

(4) Documentation of parent conferences and permission to enter the program.

(5) Result of Exceptional Student Education assessment.

b. Students who meet eligibility criteria will be placed according to the following factors:

(1) number of school years repeated (e.g., mutiple repeaters);

(2) degree of eligibility (students with lowest test scores will be considered as having priority; i.e., below the 12th percentile on each of the total math and total reading subtests of the Stanford Achievement Test and below 75% accuracy on each of the math and reading Essential Skills Test); and

(3) date eligibility was determined.

c. Eligibility having been determined, students must be enrolled in the Elementary Competency Development Program within the first ten days of each semester.

d. The school should determine placement following these criteria:

(1) If the student is 7 to 9 years old during the coming school year, the student should be placed in Level I.

(2) If the student is 10 to 11 years old during the comming school year, the student should be placed in Level II.

(3) If the student is 12 to 13 years old during the coming school year, the student should be placed in Level III.

(4) Students who reach age 14 may be eligible for the Competency Development Program in the secondary schools. Please note: This includes those students who will become 14 during the school year.

e. Each school should identify students eligible for the Elementary Competency Development Program throughout the school year. The majority of eligible students would be identified throughout the school year to begin the program the following fall. Students who are identified for placement must have a completed Eligibility Form, signed by the school-based review committee, and signed parental permission prior to placement in the program.

f. Principals will be responsible for signing appropriate eligibility forms and for submitting them to the Special Programs office.

g. The Department of Special Programs and the Department of Transportation will be responsible for the arrangement of individualized transportation plans in instances where normal busing patterns do not meet the students' needs. The Area Assistant Superintendent may be contacted if assistance is needed.

h. These responsibilities must be executed prior to the student's placement in the class.

i. The sending principal will

(1) ensure that the referral packet is completed;

(2) acquire signed parental permission for placement;

(3) ensure that the Eligibility Form is completed and copies are sent to the receiving school and parent(s);

(4) have transfer forms completed (This includes the Verification of Placement and Authorization of Placement letters); and

(5) forward the student's records to the receiving school.

j. The receiving principal will

(1) ensure that an Eligibility Form and signed parental permission were received;

(2) check all records for completion;

(3) identify available space in the Elementary Competency Development Program classroom;

(4) make suggestions for transportation, if needed;

(5) inform the Elementary Competency Development Program teacher and assist with preparations for receiving the new student; and

(6) contact the parent(s).

D. Program Operating Procedures

1. Program Operating Procedures For Secondary CDP

a. The Competency Development Program is a non-graded program for students who have been retained two or more times and are not eligible for Exceptional Student Education. The program is designed to provide students with basic skills and career training to enable them to be productive members of the community. Students do not earn credit toward the standard curriculum but earn competency development credit. Instead of a standard diploma or certificate of completion, students can earn a Certificate of competency in their chosen vocational training program.

b. Levels I and II of the Competency Development Program are located in the seventh grade centers and the junior high schools. Levels III, IV,V, and VI are located in the senior high schools. Students may remain in the senior high program for up to four years, if necessary, to complete the objectives designated for their vocational training programs.

c. Program of Study: Level I

(1) The first year of the secondary Competency Development Program includes the general knowledge curricular areas, Community Resources and Consumer Economics. Student performance in the basic skills should be diagnosed, and students should be placed at the appropriate instructional level as indicated in the Individual Educational Plan.

(2) The materials for the basic skills curricular areas were selected on the basis of their relevance to the general knowledge curricular areas of Community Resources and Consumer Economics while still providing for placement of students at their diagnosed instructional levels. The materials for use in the Community Resources and Consumer Economics curricular areas were selected to help students apply basic skills to tasks needed for success in everyday living.

(3) The Competency Development Program represents an integrated instructional design with functional competency as the central objective. Therefore, students must participate in the total program to receive maximum benefits of its parts.

d. Program of Study: Level II

(1) The second year of the Competency Development Program includes basic skills instruction and the general knowledge curricular areas: Government and Law, Health, and Occupational Knowledge. Student performance in the basic skills areas should be diagnosed, and students should be placed at the appropriate instructional level as indicated in the Individual Educational Plan.

(2) The materials used in the basic skills curricular areas have been selected on the basis of their relevance to the general knowledge curricular areas of Government and Law, Health, and Occupational Knowledge, while still providing for placement of students at their diagnosed instructional level. The materials for use in the Government and Law and the Health curricular areas have been selected to help students apply basic skills to tasks needed for success in everyday living.

(3) The materials selected for the Occupational Knowledge curricular area concentrate on developing language arts and related mathematics skills through occupationally related content. These materials assist the student in the process of integrating basic skills with tasks in everyday living.

(4) The Occupational Knowledge curricular area also contains a career counseling course as an integral component of the Competency Development Program with emphasis on

(a) student diagnostic assessment to determine areas of vocational aptitude, interest, and ability;
(b) counseling to determine a specific vocational choice;
(c) teaching of employability skills;
(d) exposure to successful business and industrial workers; and
(e) a comprehensive audio-visual program covering appropriate vocational areas.

(5) The Competency Development Program represents and integrated instructional design that enables the student to make an informed career training choice upon exit to Level III.

e. Program of Study: Level III

(1) Students entering the third year of the Competency Development program will be housed at the senior high school. One of the key aspects of the secondary competency Development Program should be noted at this point. STUDENTS BEGINNING THE THIRD YEAR OF THE TOTAL SIX-YEAR PROGRAM WILL HAVE SELECTED THEIR DESIRED VOCATIONAL FIELD. In order to give a student an additional year to become proficient in the job for which he is training, he will be mainstreamed into the regular career training classes provided for tenth graders at the area high schools and the skills centers.

(2) Students will take two hours of basic skills instruction for pre-GED preparation. A diagnostic/prescriptive basic skills profile will be developed for each student. Focus will be on mastery of the objectives for the State Student Assessment Test (SSAT I and II).

f. Program of Study: Level IV

(1) During the fourth year of the Secondary Competency Development Program students will take a two-hour block of study toward a Graduate Equivalency Diploma. Materials recommended for the GED preparation in CDP Level IV are:

(a) Baron's Getting Ready for the High School Equivalency Examination - Beginning Preparation in Reading and English by Eugene Farley.

(b) Barron's Getting Ready for the High School Equivalency Examination - Beginning Preparation in Mathematics by Edward Williams

(2) Career education training will be a two-hour block for the student who progressed normally during Level III in the secondary program, and a three-hour block for the student who made exceptional progress. The number of elective courses will be determined by the progress made in career training.

g. Program of Study: Level V

(1) During the fifth year of the secondary program the student will continue a two - hour block of GED preparation. Materials recommended for the GED preparation in CDP Level V are:

(a) Barron's Developing Skills for the High School Equivalency in Mathematics by Shirley Hockett

(b) Barron's Developing Skills for the High School Equivalency Examination in Grammar, Usage, Spelling and Vocabularyby Murray Rockowitz

(c) Barron's Developing Skills for the High School Equivalency Examination in Social Studies, Science and Literture by Eugene J. Farley

(2) In addition, a student may take one hour of an elective, and a three-hour block of career education training if in a high school. The elective must be omitted if the student is transported to a skills center. If at any time during this year of the program the work coordinator and the instructor feel that the student is ready to progress, then he may enter one-half day, on-the-job training. Once he begins working, he will drop the three-hour block of career education training and continue with the the two-hour of mathematics and communications and the hour of an elective. Students who have demonstrated all required competencies in their vocational training program may exit at the end of Level V. The student will receive a Cetificate of Competency and, if eligible, will be provided an opportunity to take the GED exanination.

h. Program of Study: Level VI

(1) Some students, based on teacher determination, may need an additonal year for career training and/or academic instruction. The student will be directed to one of three options and receive a full year's CDP credit for any one of the three:

(a) The student may work as a full-time employee for the entire year. Under this option, the student does not attend classes. To be eligible for this option, the student must have participated at some time during the previous year in one-half day, on-the-job training with and employer, and the coordinator and the employer must deem the student ready for full-time work.

(b) The student may participate in one-half day, on-the-job training with an employer. The student will take the two-hour block of mathematics and communicatons and one hour of an elective. If at any time during the remainder of the year the coordinator and the employer decide that the student is ready for full-time work, the student may drop the elective course and the two-hour block of mathematics and communications. The student then assumes the responsibilities of a full-time employee and attends no classes.

(c) If the student is not qualified for part-time or full-time work, he will continue the three-hour block of career education training, the two-hour block of mathematics and communications, and the one-hour elective until such time as he is ready to be placed for one-half day in on-the-job training. After placement with an employer, the student will work one-half day in lieu of the three-hour career education training block and will continue the two-hour block of mathematics and communications and one hour of an elective. Though, under this third option, the student may be placed in on-the-job training, there is a possibility that he will remain in classes for the entire year. This, however, gives him the optimum time to complete all the competencies in his field of vocational training. (Level VI students may be offered opportunity for full-time career education training if deemed appropriate.

(2) After the student completes a maximum of six years in the Secondary Competency Development Program, he will exit the program and receive a Certificate of Competency which will list all completed competencies and the student will be provided an opportunity, if eligible, to take the GED examination.

2. Program Operating Procedures for Elementary CDP

a. The Competency Development Program in the elementary school is a non-graded program for students who have repeated one year or more and who are not eligible for Exceptional Student Education. The program is designed with the primary focus on developing functional competencies in the basic skills and building positive self-concept through the utilizaton of consumer education and career awareness.

b. The elementary CDP classes are housed at selected elementary schools in geographic locations so reasonable bus transportion can be provided. The program is organized into three instructional levels. Students are assigned to an instructional level according to their chronological ages. This allows them to interact with other students their own age and provides an atmosphere which will enhance the self-concept.

c. Program of Study: Level I

(1) The first level of the Elementary Competency Development Program focuses on the basic skills, which will be taught on a continuum throughout the program. This continuum is outlined in the county developed Instructional Management System (IMS) in the areas of communications and mathematics. Student performance in the basic skills will be diagnosed, and students will be appropriately placed on the basic skills continuum as indicated on the "Instructional Plan".

(2) In addition to the basic skills, career awareness and consumer education will be introduced at this level.

d. Program of Study: Level II

(1) In the second level of Elementary CDP, instruction in the basic skills will continue with an increased emphasis on career awareness, special talents, consumer education, and health education.

(2) The objectives chosen for career awareness and consumer education were selected to help students apply basic skills to tasks necessary for success in everyday living.

e. Program of Study: Level III

(1) Elementary CDP students will proceed at their own rates along the continuum of communications and mathematics skills. Consumer and health education will continue to focus on functional competencies. Career awareness will be divided into two steps. The emphasis in Step I will be on career clusters and on developing each student's talents and interests. In Step II, the students will be exposed to various careers through field trips and classroom visits from community and skills center personnel.

(2) Students who will reach the age of fourteen (14) during the school year will exit Elementary CDP. After a case review and receipt of parental consent, the students may enter the Competency Development Program in the secondary school.

3. Competency Development Program classes are currently housed in the following schools.

a. Elementary

#65 Atlantic Beach
#73 John Love
#95 Sherwood Forest

#106 Long Branch
#143 West Jacksonville
#157 Mary M. Bethune
#158 George W. Carver
#210 Oak Hill

b. Junior High

#22 John Gorrie
#25 Kirby-Smith
#92 Paxon Jr. High
#146 Matthew Gilbert
#152 James W. Johnson
#155 Northwestern
#168 Eugene Butler
#207 JEB Stuart
#211 Southside Jr. High
#212 Ribault Jr. High
#213 Arlington Jr. High
#216 Jeff Davis
#219 Stilwell
#244 Highlands Jr. High
#254 Mayport Jr. High

c. Senior High

#33 Robert E. Lee
#35 Andrew Jackson
#38 Baldwin Sr. High
#75 Paxon Sr. High
#86 Terry Parker
#90 Englewood Sr. High
#96 Ribault Sr. High
#165 Raines
#223 Fletcher Sr. High
#224 Wolfson
#237 Sandalwood Sr. High
#241 Forrest
#248 Ed White

E. Qualifications of Program Personnel for Secondary and Elementary Competency Development Programs

1. Selection of instructional personnel will be an important aspect of the program. The school principals will identify from among prospective candidates, those whom they feel possess the following characterisitcs:

   (a) a demonstrated ability to work with students

   (b) a positive attitude toward students

   (c) flexibility

   (d) an aptitude for establishing good relations with parents and other personnel

   (e) skill in planning for an extensive range of individual differences

   (f) an ability to accept valid student criticism

   (g) readiness in responding in a nonthreatening manner to various classroom situations.

2. Only teachers who indicate a willingness to serve in the program and to attend inservice sessions will be considered.

3. Para-professionals who will serve as the instructional assistants in the classroom must demonstrate patience, and understanding of individual differences of children, and an ability to follow directions.

F. Staff Development for Secondary and Elementary CDP Personnel

1. The selected teachers and para-professionals will attend inservice sessions which will focus on the slow learner, diverse learning styles of students, classroom and behavior management, appropriate instructional strategies, and program implmentation. The inservice sessions will be given throughout the year by county personnel and/or consultants.

2. Those workshop titles listed below are proposed activities for staff development.

   (a) Evaluation and Functional Placement of Students

   (b) Motivating the CDP Student

   (c) Characteristics of the Lower Quartile Student

   (d) Using the Newspaper as a Teaching Tool

   (e) Creative Classroom Organization and Management

   (f) Using Communication Skills

   (g) Parent-Teacher Conference Skills

   (h) Developmental Guidance Skills

   (i) Closing-of-the-School-Year Precedures

G. Evaluation Procedures

1. Evaluation Procedures for Secondary CDP

a. To make decisions regarding expansion and modifications of the Competency Development Program, information is needed about the students enrolled and the effectiveness of the program in meeting its objectives. This information collection and assessment is viewed as an ongoing process that is integral to the success of the program.

b. Student-related information will be collected and summarized to provide a description of students participating in the Competency Development Program.

c. An instrument will be used to observe and record student and teacher behaviors, classroom layout, and compliance with required documentation in a random sample of CDP classes. Additional data obtained from student surveys, informal interviews, and principals' evaluations of the teachers.

d. An instrument measuring students' feelings and attitudes will be administered at the beginning and ending of the school year. The information collected will be used to detect changes in student self-perception and feelings about the learning environment. Attendance records of the students will be examined to determine their average daily attendance for the previous and current school years. These data will be compared to determine if there was improvement in student attendance.

e. A comparison will be made of current and previous year Code of Student Conduct violations recorded on the Student Information Management System (SIMS) database. Efforts will be made to determine if there were fewer violations during the current school year. Student performance ratings will be examined to determine the percentage receiving S (Successful Performance) ratings in the area of mathematics and communications. Data will be analyzed to determine if at least eighty percent (80%) of the students obtained S ratings in these areas.

2. Evaluation Procedures for Elementary CDP

a. An instrument to measure feelings and attitudes will be used to assess students' self-perceptions and feelings about the learning environment of the program.

b. The Essential Skills Test (EST), a district-developed criterion reference test, will be used to measure student proficiency of essential academic skills at each student's functioning level.

c. It is the responsibility of the ECDP teacher to administer all three items. It is the responsibility of the principal to send the data from the measuring instruments to the Coordinator of Special Programs.

(A) District/Agency Name: Duval County
(B) Program Name: Secondary CDP
(C) Effective Approval Date: 1987-88
(D) Termination Date:

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

881.00 FTE *(Instructions on Reverse)*

(E) District/Agency Number: Duval #16
(F) Program Number:
(G) Project Number:
(H) Total Project Dollars: $1,961,513

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	110	Teacher Salaries	1,452,816			
5100	130	Substitutes	35,400			
5100	210	Employee Benefits	421,317			
5100	510	Supplies	14,977			
5100	520	Textbooks	8,810			
5100	640	Equipment	7,048			
6200	510	Supplies	1,322			
6200	530	Periodicals	1,322			
6200	620	A V Materials	3,524			
6200	810	Replace Library Books	3,524			
7300	510	Supplies	3,524			
7900	510	Supplies	6,167			
7800	310	Field Trips	1,747			
7800	330	Tolls	15			
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	1,961,513			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11)		(11) FEDERAL PROGRAM INCOME				

59

64

65

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements: were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp 06/30

Report Number ____
Page 1 of 1

Certified Correct _____
Finance Officer or Authorized Representative

Date 11/13/87

DOE USE | Audited by ____ Date ____

(A) District/Agency Name: Duval County
(B) Program Name: Elementary CDP
(C) Effective Approval Date: 1987-88
(D) Termination Date:

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

119 FTE *(Instructions on Reverse)*

(E) District/Agency Number: Duval #16
(F) Program Number:
(G) Project Number:
(H) Total Project Dollars: $332,007

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	110	Teacher Salaries	196,992			
5100	140	Aides Salaries	51,200			
5100	130	Substitutes	4,800			
5100	210	Employee Benefits	71,976			
5100	510	Supplies	2,023			
5100	520	Textbooks	1,190			
5100	640	Equipment	952			
6200	510	Supplies	180			60
6200	530	Periodicals	180			
6200	620	A V Materials	476			
620	810	Replace Library Books	476			
7300	510	Supplies	476			
7900	510	Supplies	833			
7800	310	Field Trips	238			
7800	330	Tolls	15			
66 ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	332,007			67
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11)		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date, have not been reported previously, and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp 06/30

Report Number ____
Page 1 of 1

Certified Correct _____
Finance Officer or Authorized Representative

Date 11/13/86

DOE USE: Audited by ____ Date ____

I. Parent/Community/Business Involvement Activities

In addition to those activities mentioned in the "General Components" section, the Competency Development Program participates with the North Florida Council, Boy Scouts of America and the Gateway Girl Scout Council, Inc. to provide the Classroom Scouting Program to CDP students. The Reaching Out scouting handbook has been developed to be incorporated into daily lessons. This curriculum development includes a wealth of resource speakers and leadership development ideas.

J. Employability and Career Awareness Activities

The employability and career awareness activities are explained in the "Program Operating Procedures" section of this program description.

TEENAGE PARENT PROGRAMS

(YOUNG PARENTS PROGRAM)

YOUNG PARENTS PROGRAM

The Young Parents Program is an important part of the Duval County Public School System. This program is a voluntary alternative for pregnant students. Students who are enrolled in another Duval County public school may transfer to the Young Parents Program any time during their pregnancies. Students who transfer to this program are enrolled in the same courses as at their home schools. This program is designed to help the pregnant student remain in school and continue to work toward a regular high school diploma without any loss of time or credit.

III. Young Parents Program

A. Goals and Objectives

1. Eighty percent (80%) of the students will show a greater sense of personal responsibility by completing the program and returning to their home schools.

2. Eighty-five percent (85%) of the students will develop effective life and parenting skills by enrolling in the child care/home economics course offered in our program.

3. Over fifty percent (50%) of the students will increase their nine-week grade point average, when compared to their GPA at their home schools.

B. Specific Student Eligibility Criteria

Any pregnant student registered in another Duval County Public School may transfer to the Young Parents Program. A student should follow the steps listed below as soon as she discovers she is pregnant:

1. Contact the home school guidance counselor or assistant principal for student services (dean) relative to transfer procedures. Ask for a Pupil Reassignment Form, and a Withdrawal Form listing the classes needed at Young Parents.

2. Secure a statement from a doctor/clinic verifying pregnancy. The health department at Boulevard and Sixth Streets does pregnancy tests on Wednesday mornings. This statement must be presented when enrolling.

3. Have a parent/guardian present at the time of enrollment, if married, a marriage license must be presented.

4. The student is enrolled in the same academic classes at Young Parents that she is enrolled in at her home school.

D. Program Operating Procedures

1. This program is housed at Darnell-Cookman Counseling Center. This building at one time was used as a comprehensive junior high school. The center has at its disposal twenty-eight classrooms, five intake/counseling offices, a cafetorium, an administrative suite and a gymnasium.

2. The program staff consists of nine teachers and two aides. A counselor and the services of the principal and vice principal are available.

3. The student is enrolled in the same academic classes at Young Parents as she is enrolled in at her home school. Electives are replaced with Child Care and Family Living classes. Nine-week grades are assigned and a copy of the report card is forwarded to the home school. The home school is responsible for placing the nine-week grades on the computer and averaging the final grades.

4. Students attend six classes per day. The size of each class is about ten students. One-to-one instruction is often used as an important approach to teaching expectant teens.

5. Students eligible for exceptional education receive continued special education services as provided in the student's IEP.

6. The program serves students in grades 6 through 12. There are usually 260 students enrolled annually.

7. Student services provided include a part-time social worker, part-time school health nurse, and one dropout recruiter.

E. Qualifications of Program Personnel

Candidate teachers for this program should be interested, motivated and enthusiastic, and willing to take the challenge of working with teenage expectant parents.

F. Staff Development Activities

1. As a comprehensive nonpunitive counseling program, the staff at Darnell-Cookman will participate in the following inservice activities.

   a. Characteristics of the target population

   b. Helping Students set and achieve goals

c. Counseling in the classroom

d. Classroom/student behavior managment

e. Promoting student success and a positive attitude

f. Utilizing volunteers and community resources

g. Motivating students to reenter school

h. Recognizing and preventing substance abuse

i. Teaching parenting skills

j. Meeting the needs of pregnant students

k. Using computer assisted instruction

G. Evaluation Procedures

1. The evaluation of the Young Parents Program will detail the following: recidivism rate, academic improvemnt (grades), attendance, number of students returning to home school and students who choose to enroll in the program.

2. Data collection is currently available for analysis through SIMS at the district level. Recently, certificated personnel were hired to specifically implement a formal process of evaluating certain follow-up information for students who need day care and educational options as a teen mother.

(A) District/Agency Name: Duval County
(B) Program Name: Young Parents Program
(C) Effective Approval Date: 1987-88
(D) Termination Date:

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

137 FTE *(Instructions on Reverse)*

(E) District/Agency Number: Duval #16
(F) Program Number: #185
(G) Project Number:
(H) Total Project Dollars: $588,447

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	110	Teacher Salaries	221,616			
5100	130	Substitutes	5,400			
5100	210	Employee Benefits	64,268			
5100	510	Supplies	2,329			
5100	520	Textbooks	1,370			
5100	640	Equipment	1,096			
6100	110	Guidance Salaries	91,231			
6100	140	Aides Salaries	8,846			
6100	210	Employee Benefits	29,022			
6100	510	Supplies	955			67
6200	390	Printing and Binding	414			
6200	510	Supplies	227			
6200	530	Periodicals	227			
6200	620	A V Materials	548			
6200	640	New Equipment	1,092			75
6200	810	Replace Library Books	548			
71	ALL PROGRAMS	(8) Column TOTALS (Complete on last page only)				
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11)		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date; have not been reported previously, and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp 06/30/87

Report Number ____
Page 1 of 2

Certified Correct: [signature]
Finance Officer or Authorized Representative

Date 11/20/86

DOE USE

Audited by
Date / /

(A) District/Agency Name Duval County

(B) Program Name Young Parents Program

(C) Effective Approval Date 1987-88

(D) Termination Date

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

137 FTE *(Instructions on Reverse)*

(E) District/Agency Number Duval #16

(F) Program Number #185

(G) Project Number

(H) Total Project Dollars $588,447

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
6200	840	Replacement Equipment	548			
7300	110	Certificated Salaries	50,108			
7300	120	Classified Salaries	9,745			
7300	140	Aide Salaries	4,423			
7300	210	Employee Benefits	18,640			
7300	330	Travel	1,960			
7300	360	Rental	2,229			
7300	510	Supplies	1,092			
7800	310	Field Trips	274			
7800	330	Tolls	10			98
7900	370	Telephone	6,051			
7900	380	Utilities	28,015			
7900	120	Classified Salaries	27,293			
790	210	Employee Benefits	7,915			
7900	510	Supplies	955			
						77
76 ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	588,447			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11)		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date, have not been reported previously, and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp 06/30/87

Report Number

Page 2 of 2

Certified Correct

Finance Officer or Authorized Representative

Date 11/20/86

DOE USE

Audited by

Date / /

I. Parent/Community/Business Involvement Activities

In addition to the districtwide activities listed in the "General Components" section, various community health agencies augment the staff with special health and parenting skills curriculum offerings. Field trips to view hospital facilities and talk with staff before delivery are part of the many experiences offered to Young Parents students.

J. Employability Skills and Career Awareness Activities

Students are counseled in career and vocational options for young mothers.

SUBSTANCE ABUSE PROGRAMS

(RESIDENTIAL SUBSTANCE ABUSE PROGRAM;
OTHER SUBSTANCE ABUSE TREATMENT OPTIONS)

RESIDENTIAL SUBSTANCE ABUSE PROGRAM

The Residential Substance Abuse Program is a multiagency agreement that provides educational and supportive services to students who require short term residential treatment for substance abuse. The program is housed at residential substance abuse treatment facilities. The intent of the program is to maintain the student's academic course schedule toward earning a high school diploma while receiving temporary treatment at a residential facility.

IV. Residential Substance Abuse Program

A. Goals and Objectives

1. Goal

The goal of the program is to establish a multiagency agreement that coordinates educational and supportive services to students who require services in a short term residential substance abuse program.

2. Objectives

a. Educational services will be provided to students who require an intensive program in a residential setting due to substance abuse problems.

b. The student's educational program of academic courses will be maintained at a level necessary for a transition back to the student's home school.

c. Appropriate educational assessment will be provided.

d. Placement and follow-up assistance will be provided for students exiting the Residential Substance Abuse Program.

B. Specific Student Eligibility Criteria

A student may be eligible for an educational program if the student meets the admissions requirement to the short term residential facility as demonstrated through a need for treatment of serious substance abuse.

C. Student Admission Procedures

1. Through their admission to the short term residential facility, it is determined that the student is temporarily unable to attend a comprehensive public school program due to substance abuse problems.

2. Parental permission for student participation in the educational program must be provided by the contracting agency.

3. The student records, including educational evaluation data and current class schedule, must be provided upon admission to the instructional program by the home school.

D. Program Operating Procedures

1. The educational program will be provided at the residential substance treatment facility and the agency shall meet the educational specifications for instructional and storage space.

2. The multiagency agreement will specify the roles and responsibilities of the agency and the Duval County School Board.

3. The intent of the educational program is to maintain the student's schedule of academic courses toward a diploma while he/she is temporarily unable to attend the home school.

4. A meeting of agency and Duval County School Board staff shall be held to ensure that the admissions requirements have been met and to appropriately schedule the student for the academic courses.

5. The program staff is provided on a one-to-ten teacher-student ratio. Students will receive approximately 15 hours of instruction per week depending on individual need.

6. The program staff may participate as appropriate to provide information regarding educational progress at case management meetings.

7. The agency representative and Duval County School Board staff will monitor student progress throughout the student's residency and will implement follow-up procdeures upon discharge.

8. The instructional program reflects the use of regular or special curricula/materials correlated with the appropriate Minimum Student Performance Standards designed to meet the needs of the individual student.

9. Exceptional education students who meet the admission criteria for the program receive continued exceptional student education services as described in their IEPs.

10. The educational program shall be operated according to the Duval County School Board calendar each year.

E. Qualifications of Program Personnel

Teachers are employed by the Duval County School Board and shall meet certification requirements for regular and exceptional education as appropriate. Teachers selected for this program would be motivated to work in an inter-disciplinary setting with students who have substance abuse problems.

F. Staff Development Activities

The instructional program staff shall be provided a comprehensive training program including the following areas.

1. Recognizing and preventing substance abuse

2. Effective methods for working with students involved with substance abuse

3. The inter-disciplinary approaches to remediation of substance abuse

4. Helping students set and achieve goals

5. Parent involvement in the students educational program.

G. Evaluation Procedures

The program effectiveness will be determined by

1. Documentation of the student's admission date, schedule and attendance in academic courses, and discharge date.

2. Documentation of follow-up activities that evidence an appropriate transition back to the home school by students who successfully participated in the educational program.

3. Administration of all appropriate state and local tests. Individual student evaluation follow-up referrals are made as necessary.

(A) District/Agency Name: Duval County
(B) Program Name: Residential Substance Abuse Prog.
(C) Effective Approval Date: 1987-88
(D) Termination Date:

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

(Instructions on Reverse)

(E) District/Agency Number: Duval #16
(F) Program Number: #182
(G) Project Number: $110,201
(H) Total Project Dollars: $110,201

40 FTE

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	110	Teacher Salaries	73,872			
5100	130	Substitutes	1,800			
5100	210	Employee Benefits	21,423			
5100	510	Supplies	680			
5100	520	Textbooks	400			
5100	640	Equipment	320			
6100	110	Guidance Counselor Salaries	2,904			
6100	210	Benefits	842			
6100	530	Periodicals	0			75
6200	620	A V Materials	0			
6200	640	New Equipment	150			
6200	840	Replace Equipment	0			
6300	640	New Equipment	0			
7300	110	Certificated Salaries	4,346			
7300	120	Classified Salaries	1,672			
7300	210	Employee Benefits	1,745			85
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)				
84		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date, have not been reported previously, and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp 06/30/87

Report Number ____
Page 1 of 2

Certified Correct: _____ Finance Officer or Authorized Representative

Date 11/20/87

DOE USE

Audited by: _____
Date / /

(A) District/Agency Name: Duval County

(B) Program Name: Residential Substance Abuse Prog.

(C) Effective Approval Date: 1987-88

(D) Termination Date:

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

40 FTE *(Instructions on Reverse)*

(E) District/Agency Number: Duval #16

(F) Program Number: #182

(G) Project Number:

(H) Total Project Dollars: $110,201

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
7300	330	Travel	0			
7300	360	Rental	0			
7300	510	Supplies	47			
7300	840	Replacement Equipment	0			
						76
						87
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	110,201			
86 FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date, have not been reported previously, and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399 Exp. 06/30/87

Report Number ____ Page 2 of 2

Certified Correct: _____ Finance Officer or Authorized Representative

Date: 11/20/86

DOE USE

Audited by: _____ Date: / /

I. Parent/ Community/ Business Involvement

In addition to the activities described in the general section appropriate community agencies may be involved with the admission and discharge planning processes. Parents may be included in the student's education and treatment program while in residence.

J. Employability Skills and Career Awareness Activities

The teacher will incorporate career awareness activities in the subject area as appropriate.

ADDITIONAL SUBSTANCE ABUSE TREATMENT OPTIONS

A substance abuse intervention team, consisting of an administrator, counselor, teachers, and a parent, were trained for each of the 43 secondary public schools in Duval County. Students with documented behavior patterns suggesting alcohol or substance abuse may be given the following options. Chemically dependent students may be referred to an in-patient or out-patient treatment facility. Students using alcohol or drugs, but who are not chemically dependent, may be referred to the Darnell-Cookman Counseling Center (as outlined in the individual program description for disciplinary programs) or may remain in their home schools, but participate in the Substance Abuse Counseling Program.

The Substance Abuse Counseling Program is an after-school program (two evenings per week). Parents are obligated to attend this program. Students staying in their home schools and not participating in the Substance Abuse Counseling Program receive specialized attention from a teacher, and participate in peer counseling programs and after-school support groups.

Another option for students needing treatment for substance abuse is through the Drug Abuse Day Treatment Program. This program is provided through a contractual agreement between River Region Human Services, Inc. and the Duval County School Board. Treatment services are provided by River Region Human Services, Inc. The facilities (Darnell-Cookman) and operating expenses for the facilities are provided by the Duval County School Board on an in-kind contribution basis. The program is designed to provide an intense family-oriented approach to treatment of substance abuse for a maximum of 24 adolescents ranging in ages 12 to 19. The family must make a commitment to extensive involvemnet in the treatment process. Referrals for this program come from the courts, HRS, and parents. The school-based substance abuse prevention/intervention teams and other school personnel provide interested parents with information about the program.

These programs are funded through special grants, contractual agreements, or as componets of existing funded programs.

DISCIPLINARY PROGRAMS

(DARNELL-COOKMAN COUNSELING CENTER
and
JOHN E. FORD CAREER CENTER)

DARNELL-COOKMAN COUNSELING CENTER

The Short Term Disciplinary component of the Darnell-Cookman Counseling Center is designed to provide intensive counseling to students who have violated the rules of the Duval County School System's Code of Student Conduct. Students enrolled for a period of four to six weeks and are scheduled into the following classes: mathematics lab, reading lab, study skills, physical fitness, and peer and group counseling. After successful completion of certain very strict requirements, students are returned to the home school.

The Substance Abuse Counseling component is designed to include active parent-student involvement. We realize that any form of substance abuse affects the family. Therefore, in this program parents and students must attend a six-week, two-day-a-week counseling program.

The Darnell-Cookman Counseling Center is designed to help students remain in school to earn a diploma and at the same time provide an intensive counseling environment away from their home school.

V. Darnell-Cookman Counseling Center

A. Goals and Objectives

1. Goals and Objectives for the Short Term Disciplinary Component

a. Ninty-five percent (95%) of the students will show a greater sense of personal responsibility by completing all the requirements for the four to six-week program and returning to their home school.

b. Ninty-five percent (95%) of the students will develop a greater sense of individual worth, dignity, and self-control as measured by a pre- and post- attitude scale.

c. Ninty-five (95%) of the students will not commit a second Class III offense while at Darnell-Cookman.

d. Ninty percent (90%) of the students will increase their knowledge of substance abuse as it affects individual family members as measured by a drug/alcohol inventory scale.

2. Goals and Objectives for the Substance Abuse Counseling Component

a. When compared to students who have been involved in substance abuse at their home schools, eighty-five percent (85%) of the students in this program will increase their knowledge of the different influences of alcohol/drugs on individuals and families as measured by a drug/alcohol inventory scale.

b. Students will increase their knowledge of the sociological effects of alcohol/drugs in our culture by 80% as measured by evaluative tests.

c. The annual recidivism rate for students who are counseled in this program will decrease by 50% or more.

B. Specific Student Eligibility Criteria

1. Eligibility Criteria for the Short Term Disciplinary Program

a. Eligibility in this program is based on the Code of Student Conduct. After it has been determined by the principal of the home school that a Class III has been committed and that no extenuating circumstances exists, the principal may, at his/her discretion, recommend other special programs, i.e., Darnell-Cookman Counseling Center. Should the parent or guardian accept the principal's recommendation, a Parent-Student Agreement form is completed and signed.

b. Some examples of a Class III offense are as follows.

(1) 3.00 - Alcohol, use or possession

(2) 3.01 - Drugs, use or possession

(3) 3.02 - Arson

(4) 3.03 - Battery upon a school board employee

(5) 3.04 - Robbery

(6) 3.05 - Stealing, larceny, grand theft

2. Eligibility Criteria for the Substance Abuse Component

Eligibility in this program is based upon the Code of Student Conduct. After it has been determined that a Class 3.00 or a 3.01 offense has been committed, the principal of the home school may, at his discretion, recommend the program, which differs from the short term disciplinary component in that parents must attend the counseling sessions.

C. Student Admission Procedures

After it has been determined that a Class III violation of the Code of Student Conduct has been committed, and acceptance of the program has been acquired, these steps are followed.

1. The parent signs the Parent-Student Agreement Form at the sending school.

2. Principal of the sending school calls the center principal or program coordinator providing biographic information and documentation.

3. The student is scheduled for enrollment on Monday or Wednesday morning. Students must be enrolled by a parent or guardian. No student will be allowed to enroll without the presence of a parent or guardian.

D. Program Operating Procedures

1. The Darnell-Cookman staff includes a principal, vice principal, four counselors, four teachers, and four aides.

2. Students are enrolled in specially designed courses that reinforce, remediate and enhance basic course offerings at the home shool. Exceptional education students who meet the admission criteria for the program receive continued exceptional student education services as described in the their IEPs. Students are scheduled in the following courses: mathematics, reading, study skills, physical fitness, and peer and group counseling. Students take 6 classes per day. Most students are helped by the small pupil-teacher ratio. The average class size is 15 students.

3. Before students are reassigned to the home school, academic and counseling requirements must be met with a high degree of quality. Failure to meet academic and counseling compliance standards will jeopardize the student's stay and right to exit in a timely manner.

4. Specifically, the Substance Abuse Facilitator's Curriculum Guide is divided into four areas encompassing 12 separate two-hour sessions for participants. The four areas are "Orientation and Credibility", "Cohesion", "Content", "Support Self and Organization".

5. The substance abuse curriculum design is tailored to utilize the known dynamics of both individual and group development and family interaction. It carefully molds alcohol and drug awareness with individual self-awareness and awareness of dynamics of the family to form the interwoven, successful foundation for the Substance Abuse Counseling Component.

E. Qualifications of Program Personnel

The teachers selected for this program should be interested, motivated, and enthusiastic persons who are willing to take the challenge of working with students who have disciplinary problems.

F. Staff Development Activities

Combined staff development activities will include:

1. Characteristics of the Target Populations
2. Helping Students Set and Achieve Goals
3. Counseling in the Classroom
4. Promoting Student Success and a Positive Attitude
5. Utilizing Volunteers and Community Resources
6. Recognizing and Preventing Substance Abuse
7. Using Computer Assisted Instruction

G. Evaluation Procedures

1. Evaluation Procedures for Short Term Disciplinary Component

   a. A status report of student progress will be reviewed and analyzed to determine if students completed all program requirements without incident.

   b. A pre- and post- attitude survey will be administered and analyzed to determine if 95% of the students improved their self-concept and attitude toward responsibility.

   c. A review of disciplinary reports will deterimine if 95% of students did not commit a second Class III offense while at the center.

   d. A pre- and post- substance abuse inventory will be administered and analyzed to determine if 90% of the students increased their knowledge of substance abuse and their affects on individual family members.

2. Evaluation Procedures for the Substance Abuse Counseling Component

   a. A pre- and post- substance abuse inventory will be administered and analyzed to determine if 85% of the students increased their knowledge of substance abuse and their affects on individual family members.

b. A pre- and post- evaluative instrument covering the sociological effects of alcohol/drugs on our culture will be administered and analyzed to determine if students knowledge level increased by 80%.

c. An analysis of behavior checklists and discipline reports from previous and current school years will be conducted to determine if the recidivism rate has decreased by 50%.

(A) District/Agency Name: Duval County

(B) Program Name: Darnell Cookman Counseling Center

(C) Effective Approval Date: 1987-88

(D) Termination Date:

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

73 FTE *(Instructions on Reverse)*

(E) District/Agency Number: Duval #16

(F) Program Number: #185

(G) Project Number:

(H) Total Project Dollars: $320,751

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	110	Teacher Salaries	123,120			
5100	130	Substitutes	3,000			
5100	210	Employee Benefits	35,705			
5100	510	Supplies	1,241			
5100	520	Textbooks	730			
5100	640	Equipment	584			
6100	110	Guidance Salaries	49,125			
6100	140	Aides Salaries	4,764			
6100	210	Employee Benefits	15,628			
6100	510	Supplies	515			96
6200	390	Printing and Binding	223			
6200	510	Supplies	123			
6200	530	Periodicals	123			
6200	620	A V Materials	292			
6200	640	New Equipment	588			
6200	810	Replace Library Books	292			
97	ALL PROGRAMS	(8) Column TOTALS (Complete on last page only)				98
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11)		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date, have not been reported previously, and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399 Exp 06/30/87 — Report Number ____ — Page 1 of 2

Certified Correct: _____ Finance Officer or Authorized Representative

Date 11/20/87

DOE USE — Audited by _____ Date / /

(A) District/Agency Name: Duval County
(B) Program Name: Darnell Cookman Counseling Center
(C) Effective Approval Date: 1987-88
(D) Termination Date:

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

73 FTE *(Instructions on Reverse)*

(E) District/Agency Number: Duval #16
(F) Program Number: #185
(G) Project Number:
(H) Total Project Dollars: $320,751

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
6200	840	Replacement Equipment	292			
7300	110	Certificated Salaries	26,981			
7300	120	Classified Salaries	5,248			
7300	140	Aide Salaries	2,382			
7300	210	Employee Benefits	10,037			
7300	330	Travel	0			
7300	360	Rental	1,201			
7300	510	Supplies	588			
7800	310	Field Trips	146			87
7800	330	Tolls	5			
7900	370	Telephone	3,259			
7900	380	Utilities	15,085			
7900	120	Classified Salaries	14,697			
790	210	Employee Benefits	4,262			
7900	510	Supplies	515			
99 ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	320,751			100
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11)		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399 Exp. 06/30/87 | Report Number ____ | Page 2 of 2

Certified Correct: _____ Finance Officer or Authorized Representative

Date 11/20/86

DOE USE | Audited by: _____ Date / /

I. Parent/Community/Business Involvement Activities

In addition to the districtwide activities, parents are involved in the counseling aspects of the program so they can understand their students' needs and help them work through their problems.

J. Employability Skills and Career Awareness Activities

Students are counseled in career opportunities and vocational options.

JOHN E. FORD CAREER CENTER

The John E. Ford Career Center is a comprehensive multi-faceted program designed to serve the handicapped and non-handicapped students who exhibit significantly socially maladaptive behaviors including, but not limited to, status offenders and juvenile justice offenders. The center facilitates students to become more successful in school through continuing their education during the imposition of disciplinary options and by using positive approaches to encourage students to change ineffective behavior patterns. Students assigned to this program are those who exhibit a need, through inappropriate behavior, for a more restrictive placement than can be provided in a traditional school, yet less restrictive than a secured residential setting. Upon completion of this program, students will be provided the opportunity to take the GED examination.

VI. John E. Ford Career Center

A. Goals and Objectives

1. Goals

a. To provide positive alternatives to expulsion and/or premature withdrawal

b. To provide more appropriate instructional and student support services for students who exhibit disruptive behavior in the traditional school

c. To help students become better able to cope and deal effectively with problems

d. To provide learning experiences that help students build self-confidence and motivate them to want to learn

e. To help students acquire the necessary attitudes and skills which will enable them to return as successful students in the traditional school environment

f. To provide students with a positive alternative to expulsion while providing a setting which encourages and facilitates modification and/or change of inappropriate behavior patterns

g. To help students by facilitating a higher degree of coordination with law inforcement, mental health, juvenile justice, Health and Rehabilitative Services and economic services, than is generally available in the traditional school

h. To provide quality educational services that increase the likelihood that students will successfully complete their education

i. To provide a holistic approach to meeting each students academic, vocational, social and emotional needs

j. To offer a multi-faceted educational options program for those students who are unable or do not elect to return to the traditional school program

k. To increase parental involvement in planning and evaluation

l. To help students develop improved social, problem-solving and vocational skills

m. To help students develop self-esteem, self-discovery and self-awareness

n. To provide instruction in a less competitive, less structured, and more personalized environment

o. To help students identify alternatives to high school graduation when the situation requires this option

p. To develop functional literacy

q. To utilize the "holistic" approach to counseling and socialization skills, employing a variety of intervention strategies, including the services of multiple community agencies.

r. To help prepare the student for an entry level job in the community by contact with the vocational component located at the school

2. Objectives

a. By the end of the school year, 90% of those students identified by the School Board Hearing Officer as needing assignment to the John E. Ford Career Center will have been enrolled.

b. Through a planned program involving counseling, basic skill instruction and vocational training, there will be a total of 35% of those students enrolled who will exit the John E. Ford Career Center to pursue further educational endeavors in the following ways:

(1) Return to a home school

(2) Return to a new school

(3) Withdraw to a private school

(4) Move out of district and attend school

(5) Transfer to the Jacksonville Marine Institute

(6) Transfer to the Full-Time Vocational Training Program

(7) Withdraw to work

(8) Transfer to a junior college program

c. Of those students who return to a regular school placement, there will be at least 90% who will be successful as measured by their completing the school year and receiving a minimum of one or more credits.

d. Through a process of concerted effort and innovative techniques the percentage of attendance at the annual John E. Ford open house night will increase by 5-10 % over the previous year.

5. At the close of the school year the percentage of students withdrawing for any reason except completion of a program of studies or transferring to another public or private school or educational institution will decrease by 5% over the previous year.

6. At the close of the school year the average daily attendance of students enrolled will increase by 5% over the previous year.

7. At the close of the school year, the reading lab results in comprehension, vocabulary and reading rate will improve an average of 5% in percentage improvement over the previous year.

B. Specific Student Eligibility Criteria

1. The John E. Ford Career Center is designed to provide intervention for students who are disruptive in the traditional school environment. The general target population for this program consists of students who either have a history of disruptive behavior in school or who have committed offenses which may warrant expulsion according to the district's Code of Student Conduct. This disruptive behavior pattern includes that which severly threatens the general welfare of students or others with whom students come into contact; interferes with the student's own learning or the educational process of others; and results in frequent conflicts of a disruptive nature while the student is under the jurisdiction of school.

2. Prior to being assigned to the center each student has been offered a continuum of educational and student services interventions, except in cases where students have committed an offense which may warrant expulsion.

3. Specifically, those students assigned to the center are

   a. Those students who have committed a second Class III offense as defined by the Code of Student Conduct and have previously completed an assignment at the Darnell-Cookman Counseling Center.

   b. Those students who have been assigned to the Darnell-Cookman Counseling Center for commission of a Class III violation of the Code of Student Conduct and subsequently, have not complied with the rules and regulations of the Parent-Student Agreement.

   c. Those students who have experienced an accumulation of excessive discipline referrals and have been recommended by their home school for a "hearing" with the School Board Hearing Officer under the category "subsequent offenses". In this category "special circumstances may warrant a recommendation for a disciplinary hearing with the School Board Hearing Officer."

d. Students assigned to the center under this category may also exhibit one or more of the following characteristics.

(1) Displays persistent behavior which interferes with the students' own learning or the educational process of others and requires attention and assistance beyond that which the traditional program can provide; or

(2) Displays consistent behavior resulting in frequent conflicts of a disrupting nature while the student is under the jurisdiction of the school either in or out of the classroom; or

(3) Displays disruptive behavior which severly threatens the general welfare of the student or other members of the school population; or

(4) Has a juvenile justice record and is placed in any youth services residential or day program of the Department of Health and Rehabilitative Services; however, students completing a detention or court adjudicated commitment program are not automatically placed in the program.

C. Student Admissions Procedures

1. All students enrolled in the center are assigned by the School Board Hearing Officer, based on the criteria previously discussed in the eligiblity criteria section. Hearings are conducted by this officer with the parents and student present. Students and parents voluntarily sign both a "Parent/Student Agreement Form" describing the John E. Ford Career Center program requirements and an "Acknowledgement Form" which outlines the procedural safequards granted during the hearing.

2. At the conclusion of the hearing, a John E. Ford program representative completes the necessary student registration procedures which includes appropriate program explanations, signatures, bus scheduling and record keeping.

D. Program Operating Proecdures

1. Procedures for selecting resources

   a. Based upon student needs the curriculum is self-pacing and individualized.

   b. Due to the difficiencies experienced by the students in the areas of language arts and mathematics, there are two resource labs, the reading lab, based on the P.K. Young model and an IMTS lab (Individualized Manpower Training System).

2. Procedures for scheduling students and how their schedule is determined, i.e., length of time they are in the program

   a. Academic classes -- All students are scheduled into appropriate mathematics and language arts classes.

   b. Vocational classes -- Students are given first choice after an evaluation of his record to make sure it is a realistic choice. Vocational changes are made for valid reasons.

   c. Students are sent to the center for a minimum of 45 days of attendance in all assigned classes. While enrolled, the student shall select a two hour vocational class. The students will be enrolled in the following classes: communications (language arts), mathematics, social studies, and health. All students will participate in reading and IMTS lab activities. Students will be provided with instruction for GED preparation.

3. Procedure for reporting student's progress

   Students are given report card grades of S (Satisfactory) or NI (Needs Improvement).

4. Exit Procedures

   a. Students who are given an opportunity to attend the center will attend for a period to be determined by the School Board Hearing Officer, but in no case to be less than 45 days. At the end of the 45 school days, the student may submit a written request to return to his/her home school. The principal at the center will review the student's progress, considering the factors such as the following.

(1) The application for return requested by the student

(2) The student's attendance record at the center

(3) The student's academic performance at the center

(4) The student's deportment at the center

(5) The nature and circumstances of the offense which led to a recommendation for expulsion

(6) Evidence that the student has made progress toward modifying the problem-causing behavior

b. If, in the opinion of the principal at the center, the student is ready to return to the home school, the name of that student and the necessary information about the student while at the center will be given to the School Board Hearing Officer. The School Board Hearing Officer will hold a "hearing" at the center with the student and his/her parent or guardian with appropriate center personnel in attendance. The home school principal will be notified in advance of the "hearing" by the Hearing Officer and the principal and/or designee may attend the "hearing". If the Hearing Officer concurs with the center principal that the student is ready to leave the center, the Hearing Officer will certify that to the center principal. The student will withdraw from the center at the end of the day of the "hearing" and return to the home school the following day.

E. Qualifications of Program Personnel

1. A teacher-principal interview is conducted, including a complete review of the program and the prospective teacher's professional training and experience. The prospective teacher is encouraged to volunteer for the position based upon a realistic analysis of his/her ability to relate to the special needs of the student population.

2. Teachers should be capable, caring, and committed to program goals. They should demonstrate the ability to be flexible, have the skill in planning for an extensive range of individuals, and exhibit a positive attitude toward students.

F. Staff Development Activities

Staff development will remain a key factor in the implementation of the John E. Ford Career Center. Staff development opportunities in the past have included and will continue to incorporate such activities as; district inservice training days, school level meetings, summer institutes, post-secondary courses, national and state conferences, individual study projects, and visits to other innovative programs. The following topics are indicative of staff development areas which are appropriate for and pertain specifically to unique aspects of the John E. Ford Career Center function.

1. Characteristics of the Target Population
2. Helping Students Set and Achieve Goals
3. Counseling in the Classroom
4. Classroom/Student Behavior Management
5. Motivating the Reluctant Learner
6. Promoting Student Success and a Positive Attitude
7. Improving Parent Involvement
8. Teaching Problem-Solving Skills
9. Recognizing and Preventing Substance Abuse
10. Designing Incentives for Student Success

G. Evaluation Procedures

1. Objective: By the end of the school year, 90% of those students identified by the School Board Hearing Officer as needing assignment to the John E. Ford Career Center will have been enrolled.

   a. Data Collection

      Each student assigned to the center by the Hearing Officer will be recorded on a daily basis by a designated staff member.

   b. Analysis of Data

      At the conclusion of the school year a comparison will be made of the number of students assigned to the program with the number of students who actually enrolled in the center.

2. Objective: Through a planned program involving counseling, basic skills instruction, and vocational training, there will be a total of 35% of those students enrolled who will exit the center to pursue further educational endeavors (e.g., school and/or work).

   a. Data Collection

      All students who withdraw from the center are assigned a "reason for withdrawal" as indicated on the "Exit Interview Form". This information generally is recorded during the exit interview process conducted with the guidance counselor.

   b. Analysis of Data

      At the conclusion of the school year the information contained on the "Exit Interview Form" will be compiled and analyzed to provide the necassary percentages to evaluate this objective.

3. Objective: Of those students who return to regular school placement, there will be at least 90% who will be successful as measured by their completing the school year and receiving a minimum of one or more credits.

   a. Data Collection

      All students who exit the center to return to regular school placement will be recorded on a daily basis. At the conclusion of the school year, a follow-up study will be conducted to document the

number of those students who completed the school year and received a minimum of one or more credits after exiting the program.

b. Analysis of Data

Utilizing the data collected, the percentage of students meeting the objective will be ascertained.

4. Objective: Through a process of concerted effort and innovative techniques the total attendance at the annual John E. Ford open house night will increase by 5-10% over the previous year.

a. Data Collection

The number of individuals in attendance at the open house will be recorded each year.

b. Analysis of Data

Totals for attendance from the previous year will be compared to the current year's figures to determine the percentage of increase or decrease.

5. Objective: At the close of the school year, the percentage of students withdrawing from the center for any reason except completion of a program of study or transferring to another public or private school or educational institution will decrease by 5% over the previous year.

a. Data Collection

A withdrawal report is conducted each year providing reasons for withdrawals.

b. Analysis of Data

Withdrawal reports from the previous year will be compared to the reports of the current year to determine the percentage.

6. Objective: At the close of the school year the average daily attendance of students enrolled in the center will increase by 5% over the previous year.

a. Data Collection

An average daily attendance report is maintained each year.

b. Average daily attendance reports from the previous year will be compared to the reports for the current year to determine the percentage.

7. Objective: At the close of the school year the reading lab results in comprehension, vocabulary, and reading rate will improve an average of 5% in percentage of improvement over the previous year.

   a. At the end of each year an assessment instrument is used to measure the progress of students in the reading lab.

   b. The results of the previous year will be compared to the results of the current year to determine growth or decline.

(A) District/Agency Name: Duval

(B) Program Name: John E. Ford

(C) Effective Approval Date: 1987-88

(D) Termination Date:

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

90 FTE

(Instructions on Reverse)

(E) District/Agency Number: Duval #16

(F) Program Number: #154

(G) Project Number:

(H) Total Project Dollars: $428,354

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	110	Teacher Salaries	147,744			
5100	130	Substitutes	3,600			
5100	210	Employee Benefits	42,846			
5100	510	Supplies	1,530			
5100	520	Textbooks	900			
5100	640	Equipment	720			
6100	110	Guidance Salaries	54,820			
6100	120	Guidance Clerk	6,068			
6100	140	Guidance Aide	3,264			
6100	210	Employee Benefits	18,604			
6100	510	Supplies	470			
6100	640	Equipment	470			
6200	620	A V Materials	564			
6200	840	Replace Equipment	1,090			
7300	110	Certificated Salaries	54,412			
7300	120	Classified Salaries	13,871			
114 ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)				
FEDERAL PROGRAMS ONLY		(9) REIMBURSEMENT PERCENT	%	%	%	%
COMPLETE ROWS (9), (10), & (11)		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

101

115

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date, have not been reported previously, and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp 06/?

Report Number ____
Page 1 of 2

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11/13/87

DOE USE — Audited by ____ Date / /

(A) District/Agency Name: Duval

(B) Program Name: John E. Ford

(C) Effective Approval Date: 1987-88

(D) Termination Date:

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

90 FTE *(Instructions on Reverse)*

(E) District/Agency Number: Duval #16

(F) Program Number: #154

(G) Project Number:

(H) Total Project Dollars: $428,354

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
7300	140	Aide Salaries	3,264			
7300	210	Employee Benefits	20,749			
7300	330	Travel	470			
7300	350	Repair and Maintenance	941			
7300	510	Supplies	705			
7300	640	New Equipment	705			
7800	310	Field Trips	180			
7800	330	Tolls	15			
7900	120	Classified Salaries	24,376			
7900	210	Employee Benefits	7,069			
7900	370	Telephone	3,055			102
7900	380	Utilities	13,122			
7900	510	Supplies	1,175			
7900	640	New Equipment	1,555			
						117
116						
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	428,354			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11)		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date, have not been reported previously, and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp 06/3[illegible]

Report Number ____
Page 2 of 2

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11/13/87

DOE USE: Audited by ____ Date / / ____

I. Parent/ Community/ Business Involvement Activities

In addition to the districtwide activities listed in the "General Component" section, a concerted effort will be made to spark parent interest and motivate their involvement through the open house program.

J. Employability Skills and Career Awareness Activities

Students will be counseled in career awareness opportunities and vocational training options. Students will be enrolled in vocational classes.

YOUTH SERVICES PROGRAMS

(YOUTH DEVELOPMENT PROGRAMS)

YOUTH DEVELOPMENT PROGRAMS

This program is for students who have been referred to the Juvenile Court judge for disposition. All students are provided educational programs based on the stated contractual agreement between the Duval County Public School System and the Department of Health and Rehabilitative Services. The five separate programs provide educational experiences in the areas of English, mathematics, science, social studies, art, and physical education. The program focus is to encourage the student to reevaluate his/her academic and emotional strengths and weaknesses through diagnostic/prescriptive activities provided through the educational component. These five programs are designed to serve approximately 224 clients/students daily or between 1800 and 2300 clients/students for the school year. The program serves upper level elementary through senior high school students. The average length of stay varies depending on site and the judge's disposition from 10 days to 90 days. All students are encouraged to participate in the curriculum design which assists students towards preparation for a high school diploma.

VI. Youth Development Programs

A. Goals and Objectives

1. Goal

To provide an educational program that is academically treatment sensitive to judically dispositioned students who have been placed in appropriate centers for short periods of time.

2. Objectives

a. Thirty percent (30%) of the students will, upon leaving the HRS site, express a more positive attitude toward themselves as measured by a feelings and attitude survey.

B. Specific Student Eligibility Criteria

1. Clients/students are referred to the Juvenile Court Judge for disposition.

2. The programs are housed in 5 different facilities geographically located throughout the district. The placement procedure is structured in such a manner as to send the client/student to the facility which the placement coordinator and staff feel will meet the best positive interest of the client/student.

3. When the case is referred to the Juvenile Court Judge for disposition, the placement coordinator meets with his staff and must provide the judge with three recommended placements. The client/student is assigned to one of these and at the time of placement or shortly thereafter, a procedural time of release is set.

4. Special forms are provided by the Court Liaison Officer.

5. Placement into the education program is based on diagnostic test and designated grade level.

C. Student Admission Procedures

1. The criteria for student placement is determined by the placement coordinator as described in the student criteria section.

2. Appropriate forms for placement are provided by the Court Liaison Officer, but in addition to this, students' academic records (if available) are reviewed along with diagnostic test information.

3. Withdrawal forms are sent to the home school by the program school at the time of assignment.

4. Re-admit forms are sent to the home school by the program school at the time of the client/student release.

5. Current Academic Standing (grades) for clients/students detained fifteen (15) days or more in the Youth Development Program is prepared by the center teacher and sent to the home school.

D. Program Operating Procedures

1. The five youth service programs are housed in five separate HRS facilities. The staff organization for the educational component consists of a principal, guidance counselor, teachers and aides. District level support services are provided for evaluation of handicappd students. HRS provides support staff to monitor the disciplinary activities of the students.

2. The program offers the standard academic curriculum for students in the program, after 15 days; prior to that, a student is involved in diagnostic/prescriptive activities to determine his/her appropriate grade level and educational needs.

3. All students receive six academic classes per day. A counseling period is provided by HRS staff. It is this additional component that is the special strategy for enhancing the program.

4. The student-teacher ratio is 22 to 1. Modifications or adjustments are made by the principal and/or HRS staff in relation to space.

5. The HRS facilities are the following:

   a. Duval Regional Detention Center

   b. Duval Stay Center

   c. Baptist Home

   d. Duval House

   e. Duval Start Center

E. Qualifications of Personnel

Teachers should be capable, caring, and committed to program goals. They should demonstrate the ability to be flexible, have the skill in planning for an extensive range of individuals, and exhibit a positive attitude toward students.

F. Staff Development Activities

Workshop offerings include:

1. Using Appropriate Instructional Materials

2. Counseling in the Classroom

3. Promoting a Positive Attitude and Student Success

4. Unique Instructional Strategies

5. Reality Therapy

G. Evaluation Procedures

1. A pre- and post- feelings and attitude instrument will be administered and analyzed to determine if 30% of the students improved their attitudes and self-concept.

(A) District/Agency Name Duval County

(B) Program Name Youth Development

(C) Effective Approval Date 1987-88

(D) Termination Date

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

260.00 FTE *(Instructions on Reverse)*

(E) District/Agency Number Duval #16

(F) Program Number #182

(G) Project Number

(H) Total Project Dollars $643,777

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
5100	110	Teacher Salaries	418,608			
5100	130	Substitutes	10,200			
5100	210	Employee Benefits	121,396			
5100	510	Supplies	4,420			
5100	520	Textbooks	2,600			
5100	640	Equipment	2,080			
6100	110	Guidance Counselor Salaries	19,438			
6100	210	Benefits	5,637			
6100	530	Periodicals	468			
6200	620	A V Materials	221			109
6200	640	New Equipment	1,005			
6200	840	Replace Equipment	328			
6300	640	New Equipment	1,560			
7300	110	Certificated Salaries	29,083			
7300	120	Classified Salaries	11,192			~~125~~
7300	210	Employee Benefits	11,680			
124 ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)				
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11):		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date, have not been reported previously, and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399 Exp 06/30/87 Report Number ____ Page 1 of 2

Certified Correct _____ Finance Officer or Authorized Representative

Date 11/20/86

DOE USE: Audited by _____ Date / /

(A) District/Agency Name: Duval County

(B) Program Name: Youth Development

(C) Effective Approval Date: 1987-88

(D) Termination Date:

FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY AND DISBURSEMENT REPORT

☐ Budget ☐ Interim Report ☐ Final Report

260.00 FTE *(Instructions on Reverse)*

(E) District/Agency Number: Duval #16

(F) Program Number: #182

(G) Project Number:

(H) Total Project Dollars: $643,777

(1) Account or Func No	(2) Account or Object No	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of / /	(6) Undisbursed Balance	(7) Current Disbursement Reported
7300	330	Travel	2,149			
7300	360	Rental	128			
7300	510	Supplies	960			
7300	840	Replacement Equipment	624			
						110
126						127
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)	643,777			
		(9) REIMBURSEMENT PERCENT	%	%	%	%
FEDERAL PROGRAMS ONLY		(10) TOTAL FEDERAL FUNDS				
COMPLETE ROWS (9), (10), & (11)		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: *(Complete on last page only)*

I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulation and have been classified properly according to this district's/agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that as a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date, have not been reported previously, and were not used for matching funds on this or any special project. Further, that all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399
Exp. 06/30/87

Report Number ____
Page 2 of 2

Certified Correct: _____
Finance Officer or Authorized Representative

Date 11/20/86

DOE USE

Audited by _____
Date / /

I. Parent/Community/Business Involvment Activities

In addition to the districtwide activities, a cooperative interaction with HRS staff and the school system occurs. Records and special information is provided to the courts through the Court Liaison Officer.

J. Employability Skills and Career Awareness Activities

Students are counseled in career opportunities and vocational training options.